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Number 4

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# THE CLASSICAL JOURNAL

Published by the Classical Association of the Middle West and South, with the coöperation of the Classical Association of New England and the Classical Association of the Pacific States

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# THE CLASSICAL JOURNAL

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VOLUME XX

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## Editorial

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### INCREASING THE SUPPLY OF LATIN TEACHERS

For some years past it has become increasingly evident that not enough students in schools and colleges are preparing themselves for the work of teaching Latin. This condition is due in part to the discouraging reports spread by interested parties to the effect that "Latin is going out of the schools." As a result of this and other influences, appointment boards in many places cannot supply the Latin teachers called for; and it seems that some schools are actually going without Latin for the simple reason that no one can be secured to teach the language.

The recent report of the Classical Investigation stresses these facts, and points out the seriousness of the situation. It certainly is a great misfortune that such a condition should exist just at a time when everything is favorable for an advance of the classical interests, and when Latin in the schools enrolls as many students as all the other foreign languages combined.

As a modest contribution to the solution of this difficult problem, it is suggested that the various Latin clubs in the colleges might render a useful service here. First of all, it is very desirable that existing clubs get into touch with one another, and that new chapters be formed in institutions where there are none at the present time.<sup>1</sup>

<sup>1</sup> In the University of California, the Latin club has adopted the name Pi Sigma. The president is Mr. Lester K. Born, 1135 Masonic Ave., San Francisco, California. A similar undergraduate classical club has been in existence

The service which college Latin clubs could render in this connection is to get in touch with the best of the Latin teachers in the schools contributing to the given institution. In almost every case some professor would be able and willing to help in making out such a list of teachers. Through this channel, the club could get early information in regard to promising Latin students coming up to-college, and look after them on their arrival, thus preventing their falling into the hands of bad student advisers, who might turn them from the purpose with which they came.

The club could also strengthen the hands of the teachers in the schools by sending from time to time helpful information regarding the demand for Latin teachers, the honors and prizes open to students of Latin, and even the possibility of sometime belonging to the college Latin club itself.

The work now being done by the organized Latin students in the colleges and universities is indeed well worth while, but it is rather self-centered. It may be that new impetus would be given to the organizations themselves, if they should take on some outside work like this that might be a great help to the cause at large.

H. C. N.

for some years in the University of Chicago. This club has done valuable work in organizing classical clubs in neighboring Chicago high schools and is, at the request of a suburban school, this month putting on a program before the students of this school.

## SOME ASPECTS OF THE STUDY<sup>2</sup> OF LATIN IN ITS RELATION TO THE STUDY OF ENGLISH

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By A. H. R. FAIRCHILD  
Professor of English, University of Missouri

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### I

From the point of view of the present-day, average student, the arguments usually presented in favor of the study of Latin may be summed up, perhaps not unfairly, as follows: it increases one's vocabulary; it acquaints one with grammar; it affords some knowledge of mythology; it is said to give one culture (whatever that may mean).<sup>1</sup> But it is not to be supposed, even momentarily, that the average student of today any longer believes these arguments to be valid. To him they are a tradition derived from an effete period of "sweetness and light;" they represent the shattered ideal of a coterie that is blind to the glories of practical achievement. They do not apply in the new age of scientific conquest. The average student of today is a thorough-going pragmatist. He seeks, not truth for its own sake, but the personal advantage of truth applied. If he has not always suborned the witness to his own high potentialities, he has at least insisted that he keep in the closest touch with the demands and the opportunities of the world about him. He seeks immediate, tangible results. He lacks the faith and the vision which sees beyond the classroom hour. If he wishes seriously to increase his vocabulary, he

<sup>1</sup> For a fuller discussion, see C. E. Bennett, *The Teaching of Latin*, Chap. I. See, also, the recent article, *The Case of the Classics*, by Professor Paul Shorey, *Literary Review*, March 15, 1924; and, for a plea for modern languages as against the classics, the presidential address by Professor O. F. Emerson, *Publications of the Modern Language Association*, Vol. XXXIX, 1 (March, 1924).

does so by means of a vest-pocket compendium based on a system of efficiency in English. For grammar, apart from a vaguely conceived idea of its relation to a respectable correctness in written and spoken English, he entertains a cordial and frank contempt; it is irritatingly difficult; and it appears, even when mastered, to have no necessary connection with correct usage. Mythology he has long since relegated to limbo; for why take time to learn about beings whose very existence is to be questioned, when the current magazine seductively records the achievements of ten important, recently-made millionaires? Culture, for him, is synonymous with flabbiness and lack of vertebrae. He may admit it to the extent of well-fitting clothes and smart appearance; but as a state of mind to be developed by prolonged study of questions historically removed from, and apparently unrelated to, the pressing issues of the day, he finds it lacking in the urge of personal conquest, prophetic even of economic disadvantage and loss. Such are the arguments; such is the common reaction upon them.<sup>2</sup>

That these traditional arguments, repudiated as invalid by the average student, are essentially sound; that they still apply, if the cause of learning is not to pass under the control of ignorance, is recognized by all who entertain ideals of either high scholarship or stable citizenship. But those who hold these ideals face a situation, not a theory, a situation marked by two things: the aims and purposes of the average student today, and the insistent demands of a world absorbed in physical conquest. Nor is this situation to be condemned, merely. If some charges be true, the acquiescent and somewhat uncritical response by students of twenty-five years ago to the traditional arguments in favor of the study of Latin (more accurately, of the classics) resulted, for those who did not go into either teaching or the ministry, in a lack of preparation to deal with a world dominated by scientific ideas. Greek and Latin, in consequence, became anathema in the public mind, sometimes, too, in the professional mind. And though it be true that, with the passing of Latin, goes much that

<sup>2</sup>I speak of the average student only. That there are gratifying exceptions, leaven for the mass, is a fact familiar to all teachers.

makes for power in expression; and, with the passing of Greek, goes much that makes for culture, not as a spineless and effete aestheticism, but as a dispassioned form of judgment, shedding light without heat; yet the general rejection by the average student today of the traditional arguments in favor of the study of Latin presents a problem that is a fine challenge to intelligence; it affords an opportunity to vindicate, under new arguments, the forms of practical service that may be rendered by the study of Latin.

From the point of view of the study of English, I should like to suggest one or two arguments in favor of the study of Latin that, in my experience, find favor with students of English, even of the average type. And my plea is not primarily for Latin, but for better English, spoken, written, comprehended in reading, through the study of more Latin. I make no brief for Latin as against vocational subjects, the social sciences, modern languages, or any other subject. I suggest, merely, what appear to me to be some of the more effective means of making a much needed improvement in the English of all students, and especially in the English of the average student, through the medium of more Latin. My ambitions are lowly. I seek merely reasonable correctness, greater clearness, and an added force. And I believe it is possible to improve the written and spoken English of the average student through more Latin, first, by a knowledge of grammar; second, by practice in relative subordination; and third, by recognizing the power of verbs.

## II

In many secondary schools, English grammar, as an integral part of the course in English, has been thrown out of court. And for two primary reasons: first, because it is difficult; and second, because its assumed efficiency in guaranteeing correct usage has proved to be ill-founded. Grammar is undoubtedly a difficult subject, one of the most difficult in the curriculum. I recall hearing a teacher of English in high school, in the days when grammar was a rigid requirement, dictating a series of sentences to a third-year class. They ran somewhat as follows: "The boy struck the table;" "the man bent the stick straight;" "the cow walked a

mile;" "he ran a great risk;" "they shouted applause;" "he played the fool." A professor who was visiting the class turned to the teacher and remarked: "That is as subtle as anything in metaphysics." I recall, too, my own mental confusion on seeing a teacher of English, by what then appeared to me to be an act of legerdemain, transform a verb into a noun. He seemed even to pride himself on our becoming mystified. Writers of books on grammar added to the uncertainty and confusion by using nomenclature that was never the same in any two texts used; and students completed their high school course feeling that, of all subjects, grammar was the most difficult.

The second reason for the rejection of grammar is a more subtle one: its seeming guarantee of correct usage. Grammar used to be defined as the art of speaking and writing correctly. But it is clearly seen now that, in the use of a living tongue, a knowledge of grammar does not guarantee correct usage. The essential phase of the misrepresentation unconsciously made by grammarians originally was that they defined grammar as a science and formulated its rules as statements of fact. West, for instance, defines grammar as a "science which treats of words and their correct use;"<sup>3</sup> and though he does elsewhere<sup>4</sup> recognize it also as an art it is, by its definition, apparently classed with mathematics, physics, chemistry, and the like. Grammar is a science; but it is a normative science, a science of norm or standard, a science of what *ought to be*, like ethics and aesthetics, not a descriptive science, which is a statement of what *is*, a statement of fact. Grammar, as a science, belongs to that group in which the norm or rule *can be broken*, whereas the mark of all descriptive sciences is that their laws are *unbreakable*. Grammar as a science of rule and standard, a science where "ought" replaces "is," is *logically different* in its underlying forms of judgment from all descriptive science.<sup>5</sup> Imagine, then, the mental confusion of a student who, after learning in geometry that the sum of the angles of a right-angled triangle is equal to two right angles

<sup>3</sup> *Essentials of English Grammar*, p. 36.

<sup>4</sup> *Ib.*, p. 32.

<sup>5</sup> See, for a simple statement of the difference between normative and descriptive science, G. H. Palmer, *The Field of Ethics*.

and finding that it is always and invariably so, is told in a grammar class that a predicate *agrees* with its subject in person and number,<sup>6</sup> only to hear someone say, the next moment, "he don't" or "them's them." Is it to be wondered at that actual distrust both of the rules and of the value of grammar should be awakened in the minds of students, and that they should chafe under the seeming futility of their task? Encouragement in their point of view, moreover, might be gained from the grammarians themselves, for they state, from time to time, that "(one) may speak and write excellent English, though he has never been taught a line of grammar."<sup>7</sup> This is a somewhat unfortunate statement, especially for a young student; but that a knowledge of grammar does not guarantee correct usage in speaking and writing English is now abundantly evident. And as this fact was gradually realized, or perhaps acknowledged, grammar was ousted from the course of study as a subject of little or no practical value.

The penalty of such extirpation, like the moral results of the first "movie" generation, are only now being realized. Teachers of modern languages have already found the burden of laying a foundation of knowledge in grammar before building the structure of a new language not only a thankless task, but an interference in attaining fixed ends of instruction in the new tongue. It is being realized, too, that the teaching of literature, composition, rhetoric, and punctuation makes but slow progress unless preceded by some definite instruction in grammar. I have found sophomores, nay juniors, in the university, to whom a passage was unintelligible because they were unable to distinguish between a noun and a verb. I have heard instructors in English composition, in an effort to establish a basis for correct usage, explaining for half an hour the difference between an adjective and an adverb. We may freely admit the lack of a guarantee in gram-

<sup>6</sup> Cf. Nesfield, *English Grammar*, p. 58: "A Finite verb *must* be in the same number and person as its Subject;" and West, *Ib.*, p. 158: "When the subject of the verb is in the singular, the verb *is* in the singular; when the subject is in the plural, the verb *is* in the plural." (Italics mine.) Definitions in grammar are often plainly untrue also. See the interesting discussion by Professor Jespersen in his article *The Teaching of Grammar*, *English Journal*, March, 1924, pp. 163-64.

<sup>7</sup> West, *Ib.*, p. 32.

mar; but if students are to make real progress toward correctness in written and spoken English they must not only apply rules consciously as they write and speak, they must also revise and correct in terms of these rules. They cannot do this without some knowledge of grammar, though it is doubtless true that the actual amount of grammar that is necessary for such purposes is much less than was originally conceived.<sup>8</sup> The present situation, at least, in the field of English is chaotic.

The best primary means of reducing the chaos I conceive to be an increase in the study of Latin. Latin grammar, even in its elementary forms, is undoubtedly difficult; but, because of its high degree of inflection, Latin is a better medium than English through which to learn the functions of the several parts of speech and the construction of words in the sentence. In English, such solecisms as: "This is plenty good enough;" "in a near-by house;" "he built his house good" approach standard usage in their frequency. But the student of Latin will not have gone far before he is required to know that "plenty" is a noun, not an adjective or an adverb; and that "near-by" is an adverb phrase, not an adjective. He will not have gone far in his study of Latin before he has learned the declension of *bonus*, and once he has learned it he will find it practically impossible to think of it as an adverb; it is too strongly fixed in his mind as an adjective. In Latin, *bonus* is always an adjective; *bene* is always an adverb. But in English "well" is both an adjective and an adverb. The student finds, curiously enough to him, that it is correct to say: "He did it well," and "he is a well man," without any obvious distinction of parts of speech. And if "well" may be used interchangeably, why should "good" not be so used also?

The advantage of Latin is that it has an immediate penalty for incorrectness. One cannot persist in grammatical incorrectness in Latin and go far; but in English, so to speak, one may become an oil-king, if not by virtue of his ignorance, yet not in spite of it. Some years ago I heard a student say to his school superintendent: "Them's nice books, ain't they?" and go uncorrected. On my remarking on the fact, the superintendent, who had a studied

<sup>8</sup> Cf. *Bulletin of the Illinois Association of Teachers*.

contempt for grammar, replied: "He made himself understood, didn't he?" And that is no small part of the difficulty in English. Once out of the class-room, the student may not only be understood but eat his three meals a day and sleep the "sleep that knits up the ravell'd sleave of care" without any knowledge of grammar whatever. In English, we seem to lack an ideal, a standard, or an impetus for correctness beyond the vague one of social disapproval. The statement, made by one grammarian, that "to English-speaking people the English language ought to be an attractive subject for study" makes but a slender appeal to the average, practical-minded student. In Latin, no appeal is needed; it is replaced by immediate penalty. Composition is simply incorrect and is unacceptable unless it conforms to the rules of grammar; a fixed and inflexible standard is immediately set; the inertia of unmotivated action is at once overcome. And that this ensures confidence and renders moral support in the aim toward correctness seems beyond question. Even for the average student of English so many primary difficulties seem to be solved through turning to Latin,<sup>9</sup> even for a limited time, that it seems as if it could only be shortsightedness that could prevent its wider and more enthusiastic study.

### III

The chief difference between obscure, unintelligible, and ignoble English and English that is clear, perspicuous, and worthy lies in the secret of relative subordination. The essential difference, indeed, between the English of a child or an uncultivated person and that of a cultivated adult lies in subordination. A child will give an account of his action somewhat as follows: "I put on my hat and went into the street; and I played there with my dog, and he got tired and ran away from me." An adult with some sense of relative subordination would express the ideas somewhat as follows: "After putting on my hat, I went into the street; I played there with my dog until he got tired and ran away from me."

<sup>9</sup> "How would you say it in Latin?" though by no means applicable to all forms of English construction (the "genius" of one language differing from the "genius" of the other), is usually a helpful question for the student in the elementary stages of grammar.

In the child's statement all ideas are on the same plane; there is no distinction in importance among them, no subordination. In the adult's, it is obvious that the principal ideas are brought to the fore by subordinating the others.

As illustrative of the effectiveness of due subordination, let me quote a passage from *The United Kingdom* by Goldwin Smith, himself an accomplished classical scholar:

"The son was a hero. By his integrity, his magnanimity, his piety, as well as his prowess in war, Henry V deserves that name. There is a severe beauty in his character as well as in his face. His French enemies, while they found him stern, found him upright, and after the murderous brigandage in the name of war to which they had been accustomed, they were agreeably surprised by his comparative humanity and the discipline of his camp; positively humane he cannot be called, since he passed the word at Agincourt to kill prisoners, and in his later days hanged men to strike terror. It is not unlikely that he had higher aims than those of a mere conqueror, and that, had he lived to rule France, he would have put an end to her distractions, and, as far as was possible for a foreigner, ruled her well. To Normandy, when conquered, he showed a disposition to grant a measure of English freedom. Henry V is a hero, yet, in the sequel, the meanest king that ever sat upon the throne did not so much mischief to the country, or brought upon it so much shame."<sup>10</sup>

The secret of a large part of the effectiveness of this passage lies in its relative subordination. Observe how "found him upright" is made to contribute directly to the central idea that Henry V was a hero by subordinating the idea "they found him stern," an idea the expression of which is essential to truthful representation; how, not only by word arrangement but by subordination, "positively humane he cannot be called" is driven in as a main idea upon the reader's mind with exceptional force and clearness, while the subordinated statement, "since he passed the word at Agincourt to kill prisoners," satisfies the reader, not only that the statement is true, which is necessary, but that there is a reason for such an unusual degree of emphasis; how the subordinated expression, "had he lived to rule France," is made the sole condition of the confident conjecture that "he would have put an end

<sup>10</sup> Vol. I, p. 255.

to her distractions ;" how, with a master stroke of style, not only an entire phase of the history of Normandy, but also the essential condition under which Henry "showed a disposition to grant a measure of English freedom," the *when* and *why* of it, is all compressed, with force and clearness added, into the terse expression "when conquered;" how, with the central idea, "Henry is a hero," repeated, the subordinate idea, "yet, in the sequel," etc. effectively opens the way to the fuller statement that comprises the paragraphs that follow.

Though selected almost at random from the writings of Goldwin Smith, this paragraph is still an admirable illustration of what I mean by relative subordination. With a judgment that seems unerring, the author has kept the principal ideas to the fore, while he has subordinated all that are subordinate. He has expressed so much briefly and has cut with such precision and directness to the central truths to be expressed, that the reader's mind proceeds joyously to the statement of the next idea; and that is the test of good style.

My point is that Latin is the strategic center in which to learn the art of this kind of subordination. Goldwin Smith learned the art there;<sup>11</sup> and it is my observation that, in most cases, the art of subordination is seldom learned effectively unless it is learned there. There are two primary reasons. In the first place, English has no formal, grammatical requirement for subordination, because the subjunctive mood, as a separate and distinct form of the verb, may be said scarcely to exist in English. As West says:

"The subjunctive mood has decayed till it is almost dead. It is really alive only in the Past Subjunctive of the verb *to be*, especially in its 1st person singular. A speaker who employed the Present Subjunctive of *to be*, and said, quite correctly, 'If I *be* there, I shall see him,' would be supposed by many people of average education, (unless their education had included the facts of English Grammar,) to be making the same blunder as a labourer makes when he says 'I *be* here; I *be* just going home.' Let the reader ask himself whether he would be more likely to say 'I shall play tennis this afternoon, if it *be* fine,' subjunctive, or 'if it *is* fine,' indicative; 'I shall stay in, if it *rain*,'

<sup>11</sup> Educated at Oxford. According to the latest information I have, no courses in English composition are given at Oxford University.

subjunctive, or 'if it rains,' indicative. There is a quaint formalism about the employment of the subjunctive which makes us avoid it in every-day conversation."<sup>12</sup>

English, then, is mainly content with the use of the indicative mood instead of the subjunctive, where the subjunctive would be the true form; grammatically, it imposes no formal requirement for subordination.

The second reason is that Latin enforces the use of the subjunctive mood, just as English neglects it. So important, indeed, is the subjunctive mood in Latin that the mastery of its uses is the most difficult phase of Latin grammar. I recall that, as a freshman facing the prospect of turning pages of Macaulay into Ciceronian Latin, I was advised by a senior: "Master all the uses of the subjunctive mood." It was sound advice. English, however flaccid and lacking in rhetorical excellence, may still be grammatically *correct* with practically no subordination; but, without due subordination, Latin is simply *wrong* in sentence after sentence. And to be wrong in Latin involves immediate penalty. It is the idea of immediate penalty that brings home, with stimulating impressiveness, the idea of relative subordination. Not, of course, that all the uses of the subjunctive mood in Latin involve or imply subordination, as any student of Latin knows; but its main use is in subordinate clauses; it derives its name (*modus subjunctivus*) from this fact; and to use it correctly develops the idea of due subordination into a habit of thought and expression as it can be developed nowhere else.

The logic of the case, then, seems clear. *Training in the use of the subjunctive in Latin is the most effective means of bringing home the idea of subordination in English.* In English, the subjunctive, as a true and living mood, practically does not exist; there is no formal, grammatical requirement for subordination; subordination is not indispensable to merely correct English; whereas in Latin, the subjunctive is a true mood; there is a definite formal and grammatical requirement for subordination; and subordination is enforced, in sentence after sentence, under penalty of being wrong. And if clear, perspicuous, and worthy English

<sup>12</sup> *Ib.*, pp. 146-47.

demands relative subordination, and Latin is the strategic center for the mastery of subordination, then Latin is an indispensable aid to the writing of this kind of English.

Such an absolute statement is not, of course, without its distinct qualifications. There are brilliant exceptions where, with no foundation whatever in Latin, excellent English is written. I speak of the average student and of improvement in his written and spoken English. And I confidently believe that the short cut in the teaching of English composition, as it is now taught, is the long way round. English composition is not only the most important but the most difficult subject in the curriculum. With no formal or grammatical requirement for subordination in English, it is well nigh impossible to convince the average student that his English, which may be technically correct, is still unsatisfactory because he has failed to subordinate that which is subordinate; at least, where he is convinced, the result is attained at the price of excessive time and energy of the teacher. In Latin there is a definite requirement, a fixed standard. If that which is subordinate in thought is not duly subordinated in the sentence, the Latin is incorrect; the penalty is immediate and effective. I believe that, if a major part of the time now given to the effort to produce clear English were given to the study of subordinate clauses in Latin, the results would be more deeply gratifying.

#### IV

Of the eight parts of speech, the verb may be said finally to be the most important. In the ordinary intercourse of life, at least, and for all practical purposes, the noun presents no difficulty and no problem. To say "chair," for instance, is to enable one at once to comprehend what is referred to. Not until one reaches the higher realms of thought and knowledge, such as the different branches of science, do the nouns cause difficulty in immediate apprehension. The pronoun, standing for the noun, has no distinctive function whatever. The preposition, important as it is in its use and as a searching test of finished style, after all indicates a relation which means nothing without something to be related. The conjunction joins words and sentences, but it might

be dispensed with without central loss. The adverb is simply something *to* the verb; and though it may be true, as I once heard a bishop say, that "God loves the adverb" (the implication being that it is not sufficient for a man to *work* merely, for instance, but that he should work *joyously*), the grammatical function can scarcely be said to be modified essentially even by the possible Divine preference. Even the adjective, often parallel in importance and function to the verb, especially in the realm of artistic writing, as when Shakespeare speaks of "idle desert," Stevenson of "tremendous mountain," and Wordsworth of "trembling ivy," assumes its quality by virtue of its participating in the essential function of the verb; for the adjective and the verb resemble each other in this respect, at least, that they both express attributes or qualities of things; they simply do so in different ways. To speak of the "prosperous merchant" is to attribute prosperity to the merchant; whereas, in "the merchant prospered," prosperity is declared to be an attribute of the merchant. Hence it would seem to be the verb that is the most important part of speech. It is the verb, at least, that *does the work for the nouns*. Essentially and functionally, though not grammatically, the verb serves to indicate, unfold, disclose qualities, states, activities, conditions, etc., of the objects represented by the nouns. This being so, there is no more searching test of keen observation, of intellectual penetration, even of artistic appreciation, than the discriminating and accurate use of verbs in relation to their nouns. The verb may fairly be said to be the most important part of speech.

And again, as in the case of subordination, Latin is the strategic center in which to learn how to use verbs effectively. Caesar's *Veni; vidi; vici* is not merely laconic; it is characteristic in its force. Whether it sprang from its background of physical prowess and military achievement or from some other cause I do not profess to know; but an inherent force marks Latin style that is commonly lacking in English, in its current forms at least as used by the average student. It is probably no accident that our finest English prose was born in a period dominated by classical influence;<sup>13</sup> and though the lucid quality of this prose is in no

<sup>13</sup> Addison, for example, was carefully trained in Latin versification; he had

small part to be attributed to its systematic regard for relative subordination, its force is seen to lie chiefly in its discriminating and effective use of verbs. Verbs give it life; they lend it force. English prose, of course, is not merely derivative in its qualities;<sup>14</sup> but as a medium for effective training in the use of verbs, Latin far surpasses English.

There are reasons why it is so. In the first place, Latin, as a language of fixed usage, soberly called by some a dead language, admits no improprieties of substitution of one part of speech for another. The most vicious of these is the substitution of nouns for verbs, with a consequent loss in verb value. Such expressions as: "I suspicion that it is so;" "he suicided;" "he taxied to the station;" "I wired him a message" seem even now almost ineradicably established in common usage. Teachers struggle in vain to uproot them; and the prime reason is that the court of appeal, in the widespread unfamiliarity with Latin, cannot go beyond the rule of thumb of a manual, to an established sense of the distinctive function of the several parts of speech. Need it be said that, to one who has acquired the respect for the function of the verb that even a year's study of Latin normally develops, such improprieties as these become offensive and are promptly cashiered? As a check upon the almost imperceptible growth in English of such forms of decadent usage as the substitution of nouns for verbs, the study of Latin is not only salutary but effective.

A further reason why Latin is a better medium than English through which to acquire a mastery of the use of verbs lies in a disparate tendency in each language in the use of verbs and of abstract and concrete nouns. We need not examine into causes; we need only observe the fact. Not only does English possess a much higher percentage of abstract nouns than does Latin, but a wide and accurate knowledge of Latin poetry; and he was influenced by it in all his writings. It is true that he wrote a prose marked by charm and grace rather than by force.

<sup>14</sup> Nor should the aim be to make it so. Jespersen is undoubtedly right when he endorses Darwin, Huxley, and Spencer for condemning the kinds of English style "which ape Latinity" (*Eng. Lang.*, pp. 129-30). To draw upon the sources of strength in Latin is quite another thing.

English tends to the noun, even as Latin tends to the verb. Such expressions as: "cleverness is attractive;" "humility is a virtue;" "movement is necessary;" "laughter is refreshing;" "poverty is no disgrace" make up the warp of English; yet, in each case, Latin would use a verb instead of the abstract noun. But the verb-tendency in Latin goes beyond the abstract noun. A single Latin verb will often express what is contained in an English verbal phrase consisting of a verb combined with a concrete noun. Thus we have: *spero*, I have hopes; *navigo*, I take, or have, a voyage; *insanio*, I am out of my senses; *minor*, I utter threats; *colloquor*, I have a conversation; *te libro*, I give you your liberty; *adeo mortem pertimescit*, such is his terror of death.<sup>15</sup> The natural tendency of each tongue seems clear: one to the verb, the other to the noun. English, of course, can adopt something of the verb-form of Latin; but, in all ordinary usage, there is no immediate stimulus that it should do so.

The advantage of Latin over English, so far as the use of verbs is concerned, is that Latin enforces the usage, whereas English does not. To translate "I have great hopes" by *Spes magnas habeo* is to write dog-Latin; it is not correct; yet the corresponding English sentence is not only correct but usual. And in the process of acquiring the verb-habit, the prick of penalty is quickening and stimulating. As in life itself, men here promptly pay the price for their errors and ignorance. True, one may be advised to get the verb-habit rather than the noun-habit; he may even accept heartily the admonition: "Put your main ideas in your verbs;" but the habit itself usually goes unformed; correctness is still achieved; the price of penalty is not demanded; why strive to change? This irritating quality of an *enforced usage* in Latin is one of the prime causes of its late "decline," even as the decline of Latin is a cause of a perceptible falling off in the quality of written and spoken English.

For what English loses by this falling off in the use of the verb is force and virility. Just as due subordination makes for clearness, so the use of the verb, with due regard to other considerations, makes for force and virility in style. Indeed, I should be

<sup>15</sup> Cf. Bradley, *Arnold's Latin Prose Composition*, p. 45.

willing to lay down as a sound basis for good English style these two rules: duly subordinate that which is subordinate; and, put the main idea in the verb. The style might lack somewhat in rhetorical elegance and beauty; but it would surely be clear and forceful. I have made hundreds of tests with such expressions as: My *understanding* of your *proposition* is that an *agreement* be made and

I *understand* you to *propose* that we *agree*;

Since your *desire* is for *co-operation*, I offer the *suggestion* for a *meeting* to-morrow for the *purpose* of a more lengthy *discussion* of the matter

and

Since you *desire* that we *co-operate*, I *suggest* that we meet to-morrow to *discuss* the matter more fully,

and I have yet to find a single person who chooses the noun-type of expression over the verb-type. That there is, in sentences so phrased, something artificial may readily be acknowledged, for they have deliberately been strained for purposes of illustration; but that there is a greater force and virility in the verb-type as against the noun-type of expression seems immediately and universally to be recognized. Even the average student readily recognizes this. But his momentary recognition and interest fail to establish a usage and a habit. Latin alone can effect that satisfactorily. Teachers of English prose style struggle in vain with the average student to produce a style that shall rise above the dead level of mediocrity. What they lack, no fault of theirs, is an effective means, going beyond mere admonition or urge toward an intangible ideal, of enforcing habits of usage that underlie the writing of forceful, virile English, a court of appeal where error brings its sharp and immediate penalty. In Latin they may find this court of appeal, not in English. Indeed, I believe confidently that, as a mere means of economizing time and energy, to say nothing of the more distinguished results to be attained, it would pay even the average student, if he wishes to attain a style marked by force and vigor, to give his hours and days to the study of Latin, especially Latin verbs.

## V

In the interests of the average student of English what might then be done in a practical way? I should advocate as a minimum requirement for entrance to all universities and colleges at least two years of Latin; where more Latin is taken I should drop English grammar as a specific study, except for such elementary aspects as are required for punctuation and the like, and I should reduce the work in English composition at least by one-half; or I should require one year of college Latin, reducing the work in English composition by at least one-half. Nor is this an implied criticism of what is now accomplished by teachers of English composition. I am amazed, indeed I am sometimes astounded, by the results which they are able to attain. Their fidelity in a most burdensome task is at times pathetic. But the cost in time and energy is too great. Statistics have shown abundantly the outcome in nervous prostration and other ills of teachers of composition.<sup>18</sup> It would be better for the student to have an occasional headache over his Latin than for the teacher of English to have one all the time. In Latin grammar there is a court of appeal for correctness in which there is an inevitable penalty and no parole; in the use of the subjunctive mood there is an enforced condition of subordination that makes for clearness; in the use of verbs, as required in Latin, there is a means to force and virility not easily acquired elsewhere. Incidentally, by the study of Latin, the student will have unconsciously enriched his vocabulary and made it more accurate in use; he will have mastered the elements of English grammar, probably asserting that much of what he knows of English grammar he learned through the medium of Latin; he will even have become familiar with names in mythology that will not only not be amiss in his reading in literature but will help him the better to objectify his millionaire. Who knows but that, in his hours of dispassionate study of a life removed from the seductive attractions and the heated passions of his own day, he may have acquired some degree of the culture that makes for a saner, a more contented, and a more successful citizenship?

<sup>18</sup> See also the report compiled by Professor E. M. Hopkins, 1923.

## REFLECTIONS ON THE LEAGUE REPORT

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If history repeats itself, it can hardly be hoped that the rank and file of Latin teachers will read and digest a report of three hundred pages. Interest will center rather upon the general recommendations on pages 123 and 124, as containing the essence of the matter.

Of these recommendations it may be said that they are progressive, and yet moderate. To formulate some of them was a task far easier than it will prove to devise means to put them into adequate operation. However, most forward-looking teachers probably will find themselves in sympathy with the general programme. It is specially gratifying that such full recognition is accorded the use of simple graded Latin as a necessary introduction to the reading of a standard author.

Entire agreement with a report so extensive and complicated is, of course, not to be expected, and the following suggestions are offered as a contribution to the discussion of debatable points:

### I. FORMS AND SYNTAX

On page 123 the first general recommendation is to the effect that the requirement in forms and syntax be cut down for the first year, and that "the functional rather than the formal knowledge of these elements be emphasized throughout the course."

It may well be that too many forms and too many constructions are now required in the first year. The one thing essential is that anything attempted be *thoroughly* mastered, and on this the report insists.

The recommendation of means to this end, however, leaves

room for many a doubt. For, as shown by frequent references in other parts of the report, by advocating "functional knowledge," the committee means to discourage the old straightforward method of attack by paradigms and rules, and to substitute therefor a guessing at the meaning and function of forms as seen in actual sentences. When knowledge of meaning and connection are arrived at in this way, then — and not till then — are paradigms to be organized and rules recognized.

The report utters no uncertain note on this point, returning to the charge again and again; (see pages 96, 141, 220, 230, and cf. 126). Familiar names are carefully avoided in this connection; but, as a matter of fact, this manner of attack upon forms and syntax is simply a revamping of a phase of the inductive and the direct methods.

The recognized failure of these last named methods in America is not due to the fact that they lack merit. It is due rather to certain practical considerations, and the writer fears here the same sort of failure, even though they be reintroduced under another name.

Curiously enough, the report itself (p. 233 ff.) takes decided ground against the direct method for American schools. Thus, on page 235, it reads:

"In the hands of inexperienced or ignorant teachers the attempted use of this method has been found to result in great waste of time with extremely poor results, a glib and showy response on the part of the pupils and an alert interest in the classroom often veiling a serious lack of exact knowledge and substantial progress."

The proposed approach to forms and syntax by way of "functional knowledge" involves just this same difficulty and danger. If we could safely assume that every person in charge of Latin classes is an experienced teacher with a major interest in that subject, the situation would be quite different.

In 1922 a study of Latin in the schools of California was made, which showed that Latin was taught in 246 public high schools, excluding junior high schools. In only 36 was there a four-year course in Latin, and a three-year course in 36 more. It appears

at once, therefore, that in very few of these schools is there room for a full time teacher of Latin. Almost everywhere a combination of subjects must be handled.

This means that the teaching of the Latin classes may easily fall into the hands of those whose main interest is in some other field. It even happens that persons against their will are forced "to take the Latin," and every year ushers in many beginners who really know little or nothing about teaching any language.

Conditions may vary somewhat in other states; but in the judgment of the writer it is a mistake to urge the inductive method so strongly on all, without a warning that this is a dangerous road except for the elect few. The rank and file had far better follow the old path of line upon line, precept upon precept. Even an incompetent or inexperienced teacher can lay a foundation of forms and syntax by this method.<sup>1</sup>

<sup>1</sup> The writer does not favor the method of "functional" approach, for the further reason that it is too suggestive of the perverted educational theory of the day, which is ruining the public school system generally. Thus, in arithmetic, multiplication tables must no longer be learned. Instead, they are hung up on the wall, to be used when needed, with the hope that they will "sink in" through frequent reference.

The dreamers who sit afar off and spin these nebulous theories, with no regard to the teaching of experience, are bound to be reversed before long. In a few years they will be in loud cry on some other trail. The pity is that their official positions allow them to make the rising generation suffer for their vagaries.

A student of education called recently to get a tutor for his son, having discovered that these "absorption" methods do *not* teach. Of the educationalists responsible for this situation, he made the significant remark: "They are ashamed to admit that they are wrong."

It is interesting to note in this connection, that Dr. Flexner, in his *Modern School*, published in 1916, makes the claim that Latin is not really taught, and that the pupils *guess* and *fumble*. So do the winds of educational theory shift. If there is some guessing and fumbling now, we certainly should be on our guard against increasing it by urging counsels of perfection upon the incompetent and the inexperienced.

In defense of the report it might be urged that, through the acquisition of functional knowledge, there is gained a kind of mental training that helps to justify the study of Latin. But the whole thing falls down, if the forms and syntax are not mastered as a result of the effort. And, so far as training by experimentation is concerned, there is plenty of room for practice, for example, with doubtful forms in -ae. And if this practice is not sufficient, it can

## II. METHOD IN READING

The present report accords with others of earlier date in insisting that the proper way to read is to take Latin sentences in the order in which they are written; and emphasis is laid upon the value of reading the Latin aloud. Very few teachers would be found to disagree with this statement of principle. But there are here also some possible dangers, and some practical considerations that must be reckoned with.

As for reading aloud, a concrete case will shed some light on the situation. A third-year class was visited, conducted by a teacher of otherwise good sense, well trained, and with some experience. A part of the period was given to "reading the Latin," the students devoting their whole attention to proper pronunciation of individual words and the placing of the accent. The "reading" gave no evidence whatever of understanding or attempt at understanding what was read. When asked if as much time was usually spent in this exercise, the teacher said with an air of conscious rectitude: "Oh yes; we usually spend more; for Professor Blank told us that this was the only way to do it."

It may seem preposterous; but to avoid danger at this point, it is necessary to set it down in black and white that no reading of Latin on the part of the student is of any assistance in understanding a passage, if the student's whole attention is centered upon vowel quality and the quantity of syllables. Without this warning, an appalling amount of time may be squandered upon a practically useless exercise.

With college classes, it has been found a very satisfactory device to have *the instructor* read aloud, sentence by sentence, a part of the next assignment, the class meanwhile following the text with the eye. Particular difficulties are cleared up before a sentence is attempted. The reading of the instructor supplies the proper phrasing and emphasis, and the students seem to find it a great help in feeling their way into sentences.

easily be made so by choosing Latin of greater difficulty — for of this there is great abundance.

In discussing this whole subject, it would clarify matters if a sharper distinction were made between (1) getting the thought of a Latin sentence, and (2) translating that sentence into English. In the latter process, it is inevitable that the eye glance from point to point, in order to single out elements that must appear in a new order in the English sentence.

Overshadowing all else is the practical difficulty that hardly any pupils have sufficient foundation in forms, syntax, and vocabulary to attack successfully, in the Latin order, the reading matter which they are required to translate.

On page 292 of the report, Professor Hale is quoted as picturing a Roman boy in the Forum listening to some of Cicero's complicated periods. The boy drinks in the words as they are uttered, and, when a sentence is finished, he knows exactly what the speaker wanted to say. That is very well for the boy who drew in Latin with his nurse's milk; but it is simply trifling with the subject to suppose that two years' drill in Latin will fit many American boys to duplicate any such performance, even though methods be considerably improved.

If any great progress is to be made in the matter of teaching pupils to read in the Latin order, earnest thought will need to be given to this subject, and a certain amount of made Latin must be used.

In at least one text designed primarily for the seventh grade, there is a series of rigidly gradatim selections, which, if used by a more mature class, would provide material for rapid advance in the art of reading in the order of the Latin. The report is to be commended for advocating the use of made or adapted Latin as a bridge to Caesar; but it must be frankly taken into account that random selection from the many texts mentioned on pages 146 ff. will not assure adequate preparation for attack upon a standard Latin author in the order of his sentence structure.<sup>2</sup>

We have long since come to realize the value of such works as Lodge's *Vocabulary of High School Latin* and Byrne's *Syntax*

<sup>2</sup> Even though this end is not attained, the interjection of this easier reading matter is worth while on other grounds.

of *High School Latin* as a means of preparing a student in advance for the reading of the standard authors. The writer indulges the hope that a similar study of sentence structure might reveal data that could be used in preparing the student to cope successfully, and in the Latin order, with a considerable part of Caesar. The Ciceronian problem looms up as distinctly more difficult.

Caesar studied simplicity, but variety also. He had little stories to tell, which might indeed have developed their plot through a series of grammatically coordinate clauses; but, to avoid the monotony of such treatment, Caesar worked out a definite type of narrative sentence which differs essentially from the variety of construction usually called "periodic," and which lends itself admirably to successful reading in the Latin order; e.g.:

*B. G.* iv. 15. 1: Germani post tergum clamore auditio | cum suos interfici viderent | armis abiectis. . . . | se ex castris eiecerunt.

Speaking in terms of grammar, one of the clauses in this sentence is the main clause, and the others are "dependent." But, as a matter of fact, each clause equally carries forward the story; the Germans heard a shout in the rear — looked back and saw their friends falling — threw away their arms — dashed out of the camp. Compare with this another passage made up entirely of main clauses:

*B. G.* vii. 88. 3: Cohortes aliae adpropinquant. Hostes terga vertunt. Fugientibus equites occurrunt. Fit magna caedes.

Provided with the special marks of division, the first sentence can be read in the Latin order with almost the same ease and precision as the second. This narrative type of sentence, therefore, opens up a field of large promise in the present connection; for each division is in a sense complete in itself, and it is not necessary to hold everything in suspense until the last word of the passage is reached.

The value of this method of approach is increased by the fact that the narrative type of sentence appears in later historical writers also, notably in Livy.

No thorough study of this matter has as yet been undertaken. But, in order to test the possibility of making here a contribution to the art of reading Latin, a graduate student<sup>3</sup> last year was set the task of examining a large number of Caesar's narrative sentences.

It was arranged that any kind of clause that advances the action of the story be classified as a "main colon," irrespective of its formal grammatical character, each such clause to be marked off by an upright line. Any other kind of clause, as being a mere modifier or explanation, is called a "parenthetic colon" and set in parentheses.

In the material examined, there were found 1,130 main cola, of which all but 136 belong to the following classes:

1. Grammatical main clause	516
2. Ablative absolute	289
3. Deponent perfect participle	71
4. Perfect passive participle	63
5. <i>Cum-clause</i> <sup>4</sup>	55

Here at the very start, the heavy concentration upon a few fundamental constructions is most promising. Space forbids any large illustration in this brief paper; but I append two samples of the narrative type made up wholly of main cola:

Equites nostri cum funditoribus sagittariisque flumen transgressi | cum hostium equitatu proelium commiserunt (*B. G.* ii. 19).

Quod postquam barbari fieri animadverterunt | expugnatis compluribus navibus | cum ei rei nullum reperiretur auxilium | fuga salutem petere contendebant (*B. G.* iii. 15).

Of parenthetic cola, only 366 were found in the material studied; and here, too, there is a like tendency to concentrate upon a few types:

1. Relative clause	179
2. <i>Quod</i> -clause	26
3. Purpose clause	25
4. <i>Ut</i> -clause (other uses)	23

<sup>3</sup> Miss Irene K. Wells, M.A., University of California, 1924.

<sup>4</sup> On the use of a *Cum-clause* as a main colon, see the *University of California Publications in Classical Philology*, V, 12 ff.

Examples would be punctuated as follows:

*His rebus celeriter administratis | ipse (cum primum per anni tempus potuit) ad exercitum contendit (B. G. iii. 9).*

*Itaque re frumentaria provisa | auxiliis equitatunque comparato | multis praeterea viris fortibus Tolosa, Carascone, Narbone (quae sunt civitates Galliae provinciae finitimae his regionibus) nominatim evocatis | in Sotiatum fines exercitum introduxit (B. G. iii. 20).*

In a first reading, it probably would be well to omit the parenthentic cola, letting the main cola tell the story. In a subsequent reading the parenthetic elements could be picked up in their place.

It is interesting to note that, with this method of sentence building, a whole episode may be treated before reaching a full stop; e. g.:

*Caesar, B. G. iii. 22. 4: Adiatunnus eruptionem facere conatus | clamore ab ea parte munitionis sublato | cum ad arma milites concurrissent vehementerque ibi pugnatum esset | repulsus in oppidum | tamen uti eadem deditiois condicione uteretur a Crasso impetravit.*

In like manner, Suetonius tells the story of Germanicus, from the time of his second election to the consulship to his death in the East, within the range of a single sentence:

*Cal. 1: consul deinde iterum creatus | ac (prius quam honorem iniret) ad componendum Orientis statum expulsus | cum Armeniae regem devicisset | Cappadociam in provinciae forman redigisset | (annum agens aetatis quartum et tricensimum) diuturno morbo Antiochiae obiit.*

As stated above, this bit of investigation is only in its beginnings. But probably enough has been said to show that the narrative type of sentence is capable of being reduced to some sort of rules; also that preliminary study of typical sentences punctuated in some such way as here proposed might prove a very great help to the student in his attack upon his first standard author. Of all the types of complex sentence structure this is perhaps the easiest to carry in the Latin order; and the preliminary practice would tend to give confidence in taking up new material.<sup>5</sup>

<sup>5</sup> The present incompleteness of this study is indicated in the sentence cited

## III. THE READING SCHEDULE

Under this head, the report suggests some problems of correlation. For example, when the standard course consisted of four specified books of the Gallic War, six speeches of Cicero, and the first six books of Vergil, it was possible to parcel out the syntax by terms; but it is by no means so clear how the plan mapped out on pages 157 ff. will articulate with the optional readings suggested in the previous pages.

The loosening up in the reading programme has undoubtedly advantages. It carries with it the disadvantage, however, that transfer of students from school to school will be rendered more difficult. From this point of view, and some others, uniformity of reading schedule is very desirable; but the event probably will show that teachers are still slow to take advantage of wide options.

Experience has now demonstrated the need of a bridge to Caesar; and, as a new and forward-looking proposal, the question is raised whether there is not need of a bridge also from Caesar to Cicero. Certainly the mortality is great at that point. It is worth considering whether the introduction of readings of greater human interest in the first few weeks of the third year might not help to carry on students who otherwise drop out at that point.<sup>6</sup>

In conclusion, I would say again that the report generally is forward-looking, and yet moderate. Correlation of parts is somewhat inchoate; and the pressing need is for the development of means whereby the various recommendations may be put into operation safely and successfully.

last but one. In its last division the phrase *uti . . . uteretur* is almost too much an integral part to be placed in parentheses, and, on the other hand, it clearly is not a main colon.

<sup>6</sup> The kind of reading matter advocated for this purpose is illustrated in the CLASSICAL JOURNAL, XVI, No. 8 (May, 1921), p. 488 ff.

## THE CLASSICAL INVESTIGATION — A REVIEW<sup>1</sup>

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It is not altogether pleasant to contemplate how much wordy and futile argumentation might have been prevented in educational circles if the findings of the Classical Investigation could have been published fifteen years ago. For the first time, we have a thorough-going presentation of the problem of instruction in the classics accompanied with a satisfying statement of the status of classical teaching, the aims or objectives of it, the subject matter that should be included in it, the improved methods of instruction that ought to be employed, and the changes that should be made if classical teaching is to be maintained and made more effective.

The report certainly indicates that there is no neglect of Latin in the secondary schools if we think in terms of the numbers taking the subject. With nearly a million of our youth in secondary schools engaging in the study of the language, a number slightly larger than in all other foreign languages, it is apparent that the committee has wisely paid first attention to the ways in which the instruction can be made more effective. While Greek is in a far less promising condition as to numbers, the figures will no doubt surprise those who have regarded the language as practically lost. If Greek is not to pass completely from the secondary schools, it is obvious that greater attention must be paid to it in the colleges — and, especially, that teachers of Latin should be expected to be qualified to some extent in Greek.

<sup>1</sup> *The Classical Investigation*. Part One. General Report. Princeton: University Press, 1924. Pp. 305.

The chapter on aims or objectives proves heartening to those who have long felt that the classics were in greatest danger from the reluctance or inability of their friends to attempt even to seek definite objectives. While there has been much said about the general cultural results of the study of the classics, there has been unfortunately too little attention paid to definite objectives. The chapter dealing with aims or objectives will perhaps be more discussed than any other section of the report. It will prove, one may well believe, definitely valuable both to students and to teachers of Latin. At a time when all school subjects are undergoing analysis with a view to determining their purposes, there is certain to be unusual attention paid to historic subjects of which it has been claimed that they have been accepted more upon tradition than upon any actual inherent value they possessed. It is significant that the investigators in the field of classical instruction have turned their attention so definitely and so effectively to the task of disclosing the reasons why the classics should have standing.

As to the content of the classics, there is somewhat dramatic significance in that section of the report dealing with "content," to the fact that an overwhelming majority of Latin teachers making returns believe that they could be more effective in their instruction if changes in the content could be made. This finding of the committee of investigation should not be overlooked by those who are responsible for the organization of the material offered in the secondary schools. The committee of investigation has itself not been content with leaving this subject in the air. It comes forward with definite suggestions which it would seem must have large influence in realizing for classroom teachers the improved conditions which they desire.

The committee does well to emphasize the need of providing more material for collateral use in the study of the classics. To study the language of a people and not to accompany that study with some consideration of its political, social and economic life is to court failure so far as enlisting the interest of the student goes. If it be held that among the first obligations of education is that of reaping the fruits of the experience of past generations

in order that succeeding ones may profit by them, then it certainly is not an adequate treatment of the ancient languages to deal solely with the structure of the language and such incidental accompanying insight into the literature and life of the people as the linguistic study itself involves. The study of the classics should make the important contribution of steadiness and security to modern life through giving to modern people a knowledge and understanding and appreciation of the origins of their institutions. It ought to be more generally noted that a study of the classics should include not only language and literature but should very considerably deal with the development of the society and institutions of which the language and literature are but the exponents.

The section of the report dealing with methods will answer those critics who have been disposed to complain that the teaching of Latin has been too little influenced by modern scientific procedure. One may, however, question whether in the past the great body of teachers of Latin have been represented as fully as possible in the organization and development of methodology in Latin. In this section of the report as in others, the committee has been concise and definite in its findings. It has provided a very practical handbook to aid the teacher who wishes to bring to his teaching of the subject a larger contribution of improved scientific method.

If anyone has believed that the classics are dead or dying, he certainly will find correction for his view in this investigation which not only reveals that the classics themselves are widely and, in general, better taught than is the case in most other subjects, but that the methods employed in teaching them are moving on the whole consistently in line with modern teaching, and that they are seeking and finding important and most valuable objectives, both particular and general. The report itself may well be regarded as a live document certain to promote lively discussion and living results.

## ON A RECOMMENDATION BY THE COMMITTEE REPORTING THE CLASSICAL INVESTIGATION

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By DORRANCE S. WHITE

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It is not to be wondered that a report concerning an investigation so thorough and so complex should contain some conclusions and recommendations that are at variance with opinions established by long practice in teaching. I, for one, cannot accept the recommendation concerning the relative attention which shall be given to reading and to translating Latin.

The report recommends that greater stress be laid upon reading the Latin in the original and upon an effort to train the pupil to get the meaning of the sentence through the original without recourse to translation. In a word, that the prime object should be to get the idea of the sentence and that idea through the Latin order of words; and that the expression of the idea in clear and idiomatic English is merely a secondary object.

I believe that it is a serious mistake to inculcate this objective into the minds of beginning teachers. In the first place, is the idea of the sentence the important thing to achieve? If it is, don't we open up immediately a vast field of usefulness for the printed translation? It is true that the idea must precede any intelligible translation. But our justification of the study of Latin certainly does not lie in enabling the pupil to possess that idea nor in training his mental faculties to imitate the mental processes of the Romans. One justification of the study of Latin is to enable a pupil to take the idea as a Roman expressed it and express it as an English speaking person would and should express it.

As for the Latin order of thought, we might as well face the

fact that it is useless to attempt to train pupils to imbibe the idea *a la Roman* or to express himself from English into Latin *a la Roman*. He would have to *think a la Roman* to achieve this. And that process would involve constant exercise in the art of speaking and writing Latin for much of his waking period. Those who argue for this method overlook an absolutely irrefutable fact that every change from one language to another involves translation up to a point where continued practice renders the translation process unnecessary. It is extremely doubtful if many teachers of Latin, not to mention blundering pupils, can transpose a piece of Latin of ordinary difficulty into the English idea without mentally translating it.

Much pronouncing of Latin is advocated by the committee on the ground that a pupil's grouping of the words indicates his conception of the idea. My experience is that pupils may, and often do, group words very well and pronounce with unusual fluency and yet miss the idea completely. In fact, a good grouping of words will indicate better a pupil's recognition of inflectional congruity and syntactical arrangement. Furthermore, if this is true, what ready means has the teacher for satisfying herself that the pupil has really comprehended the thought, completely, and not in part? And how may the class be assured of it? Is it to be supposed that a class as a whole will recognize a fellow student's conception of the thought?

Who has not had this experience that when a class has been stumped by a sentence, if the words are read in the order of the English ideas, the whole class immediately grasps the situation and produces a satisfactory rendering?

It impresses me as decidedly inconsistent to recommend in one breath a wider variety and greater amount of reading material, and less stress upon translation. If we are to justify our program and disarm our critics, we must have our pupils translate more and more Latin within the powers of their translation, and work more and more arduously for clearer and more elegant English diction. Our critics cite as one of their best arguments the fact that the pupil will never be obliged to show how elegantly he can

pronounce his Latin. They are forced to admit, however, that the everlasting job of wresting an idea from the Latin form and wrestling it into good and better and best English is a very profitable kind of training in English.

In the place of a rigid program of daily pronunciation, I would favor such exercises twice or three times a week, with short passages memorized or re-read with considerable frequency when the rhythm was perceptibly agreeable and the thought worth retaining. If we wish to train our pupils for the business of teaching Latin, we should instil in them the conviction that it is decidedly profitable, as well as enjoyable, to render a passage of Latin into something better than passable English.

## THE ORAL METHOD IN LATIN AS APPLIED TO THE TEACHING OF COMPREHENSION<sup>1</sup>

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By FRED S. DUNHAM  
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Methods of teaching Latin, in harmony with the trend in all lines of teaching, are yielding to the demands of the times. Formerly, when teachers of the classics everywhere taught in a uniform way, a challenge to our sacrosanct methods would have been regarded as heresy if not a desecration of the graves of our ancestors. In those days the requirements of the colleges relieved the High School teacher of cerebral strain as to what to do and how to do it. Now he must exert his best skill at salesmanship or lose his job. It is true that we are in a state of transition, but we are very much alive. Pessimism profits us nothing. Cicero's cry, *O tempora, O mores!* could not save the Roman Republic. Rather is it our duty, even at some sacrifice, to find the way by which we may preserve those abiding and universal ideals which lie at the foundation of Western European civilization.

It may be that there is no "best" method of teaching Latin, but from the individual teacher's view-point, that method will be most effective which best attains the end desired.

Let us assume that our aim is to teach the pupil to read Latin with some degree of appreciation and understanding, and to express the ideas gained by his reading with reasonable force and accuracy. Is there any way by which he may gain this power? The usual method of translating directly from the text, however valuable the practice may be as a pedagogical device, leaves much

<sup>1</sup> Read at the Twentieth Annual Meeting of the Classical Association of the Middle West and South held at Lexington, Kentucky.

to be desired. On the other hand, reading that consists merely of a mechanical pronunciation of a series of words, is fruitless. Some scheme must be found whereby the meaning of the word relations can be transmitted to the pupil's consciousness and simultaneously find expression either in Latin or in English. In discussing such a scheme, we shall have in mind chiefly its application to Second Year Latin, (although Cicero and Vergil may be successfully taught by a reading method). We must also be careful not to give the impression that reading and interpretation are to usurp the time that properly belongs to the writing of Latin; neither would we have you infer that translation from the text is to be abandoned.

If we are endeavoring to give our pupils an appreciation of the Latin language, to aid them in the expression of thought, in fact to teach them to read the classic authors with pleasure, then we must find a way that is less wasteful of their time than is the isolated word method. The unit of thought is the sentence as a whole. Words, phrases and clauses must reveal themselves in the child's mind in relation to the rest of the sentence, while the sentence, as the child proceeds with his reading, should be seen in relation to the thought that has gone before. Whatever means we may adopt in accomplishing this aim, we must avoid everything that tends to interrupt the progress of thought. It is indeed a temptation for the teacher, whose linguistic training has been carried much farther than that of his class, to take time out, as it were, for analysis or for systematic drilling on syntax, all of which, while interesting to the scientific mind, fails to arouse the interest of the action-loving boy. Every child has some mental vision. It is for us to clear that vision, not to obscure it with smoke-screens of premature grammatical research.

When the pupil is reciting orally, without the aid of his book, he is forced to visualize the idea represented by the words, and he will express that idea in a spirit of freedom and independence such as would be impossible were he confronted with the words of the text. If this claim, based upon the vividness of aural impression and oral expression, is false, then it must follow that one would

gain as much benefit by reading a lecture as by listening to the lecturer, and a college education could therefore be obtained merely by staying at home and reading the professors' books. One may not, with impunity, ignore the factor of personality. If it is true that "the letter killeth, but the spirit maketh alive," then we can acquit ourselves of the charge of murder by giving more attention to the spirit. One wonders if Socrates and Christ would be known to the world as the great teachers that they were, had they taught by any other than an oral method. Socrates, by his persistent questioning, aroused sufficient interest among the youth of Athens to bring about an intellectual revolution. Of Christ it was said, "He went up into a mountain; and He opened his mouth, and taught them." Indeed, one is almost led to believe that as good, if not better teaching was done in the days when books were less common. So today, the teacher of Caesar's Commentaries must be more than an interpreter; he must be an impersonator, to some extent, of the man whom T. Rice Holmes would call "the world's greatest man of action." (This is no less true of the teacher of Cicero and of Vergil.) As teachers, shall we not also take our disciples into high mountains and *open our mouths and teach them?*

To be practical, let us picture a situation in the class room. The pupils come in and take their seats. They lay aside all books and papers except the text, which they are allowed to place upon the desk face down that it may be available for reference without loss of time. The teacher then talks briefly in Latin about the narrative assigned, modifying the language of the text, simplifying and adapting it to the understanding of the pupil. The books are then turned over, and a pupil is chosen to read a short passage. Then the books are again turned face down while the teacher proceeds to test for comprehension by asking questions in Latin to be answered orally in Latin. Of course the plan may be varied. Some teachers in Cleveland obtain excellent results by dictating a sentence before asking Latin questions.

Is it not good pedagogy to inspire in a child a desire to express his thought? An oral method of recitation, demanding, as it

does, the attention of the entire group upon the same thing at the same time, stimulates constructive thinking, arouses appreciation and encourages expression.\* In fact, the ordinary method of deciphering a sentence word by word, before it has been read and the various word groups understood, not only confuses but actually discourages expression. In translating from one language into another, the thought content, which is stationary, must suffer no alteration. Only the form may be changed. The Latin pupil, as compared with the professional interpreter, is at a disadvantage in that he is familiar only with his mother-tongue. Does it not follow, therefore, that before he will be able to translate a passage of Latin, he must first sense the language from the Roman point of view? While an idea may be expressed in Latin as clearly as in English, the expression will differ greatly owing to the highly inflected character of the Latin words. The form of the Latin word, in addition to its position in the sentence, plays a prominent part in determining its force or relation. This method of thinking is entirely new in the child's mental processes, and failure on our part to grasp the psychological significance of this striking difference in the two languages, has led us into the mistaken and absurd notion that a child, equipped with an external and mechanical knowledge of Latin inflectional endings, ought to be able to translate the meaningless jargon into his mother-tongue. We are asking the poor child to express in English an idea which he does not have, and then gasp in horror because, in sheer despair, he resorts to questionable methods of obtaining his information. How can the child express the thought of the sentence in English before he knows what the thought is? He must first learn to read his Latin understandingly, with his mind on the word relations and word grouping, to sense the force of the word, or word groups, as he reads without passing through the distracting process of rearranging the words, hunting for the subject, looking ahead for the verb, and then working back until he finds something that looks like an object.

More of the teacher's time must be spent in teaching the pupil to read for comprehension. To bring to his consciousness the

full meaning of a word, phrase or clause, ask him a question in Latin: *Quō? Ubi? Unde? Quandō? Quō cōsiliō? Cūr?* etc. The answer to such a question, as compared with giving syntax, has an advantage because it is logical rather than mechanical, and because it reveals the Roman point of view. Too much time spent on formal syntax actually slows up progress. If the Romans themselves had been obliged to learn their language from a modern Latin Grammar, but few would have learned to use it. Logical syntax, not formal syntax, comes closer to meeting the pupil's needs. The answer to a Latin question directs the child's mind to the underlying thought, which may entirely escape him when he is merely answering questions on syntax.

The Grammar at first must not be too complex or too comprehensive. The average Latin Grammar will give 19 or 20 categories for the Ablative case. Is it not a mistake to distract the pupil's attention from the continuity of the story by calling his attention to the various ramifications of the Ablative case before he has observed the larger branches, or even the trunk of the syntactical tree? There are but few uses of the Ablative in which he will not readily see the relation of *from*, *with* or *in*. The Romans themselves so used their Ablatives. The Ablative of the Agent has its origin in the *from*-idea, — ("a man sent from ~~land~~.") Caesar received his information *from* Labienus. (It is also surprising to see how quickly a pupil will grasp the Ablative of Comparison as a starting point from which the comparison is made.) The Ablative of Description is easily understood as a *with*-idea. *Flūmen est Arar . . . incrēdibili lēnitātē*, there is a river called the Saone *with* extraordinary smoothness. This is the Roman way of thinking, and when we ask the pupil *Quāle flūmen erat Arar?* his answer will tell us whether he is thinking as a Roman should. How often under the former method of teaching syntax, in which we contented ourselves with a system of labels, did we hear some pupil aimlessly shout out anything that came into his head, thinking thereby that he might, perchance, impress the teacher with his brilliancy!

The manner in which we ask construction questions would seem

to be a relic of earlier times when Latin Grammar was an end in itself. We forget that the ability to classify presupposes a greater familiarity with the categories to be classified than is possessed in the earlier years of Latin study. We do not claim that formal syntax is not worth while *per se*, but we do contend that we are a bit premature with its use. "Not only is he idle who does nothing," says Socrates, "but he also is idle who might be better employed."

To the possible objection that too much time will be required of the pupil in learning interrogatives, we reply, — not many interrogatives are required. A list of 25 interrogatives, which the pupil easily learns, will bring out the sense of practically all the important points of syntax in Caesar.

Experiments in Cleveland, extending over a period of several years, have shown that a 10-B class, taught by the method under discussion, will as a rule read as much Latin as will the class that merely translates without taking time to read in the original. However, during the 10-A term the increased power of comprehension of the class taught by the oral method will enable it to read and interpret two or three times as much as the ordinary class will be able to translate. In this respect, the increased ability to read is not far behind that of a modern language class reading material of equal difficulty.

At first, questions should not be random questions asked by the teacher on the spur of the moment. The questions for the following lesson are placed in the hands of the pupil and he is asked to work out and memorize his answers. After the pupil becomes familiar with the method, the question and answer will naturally be more spontaneous. Ambiguous interrogatives are avoided. To illustrate, *cūr* always suggests cause, while *quō cōsiliō* calls for a purpose expression.

This method of oral recitation not only vitalizes the Latin language, but it is also effective in mobilizing the pupil's power to express his thought. It is a plain psychological truth that reading and telling are essentially different abilities. The ability to read does not necessarily predicate the ability to express the thought

read. The American people read, appreciate what they read, and are therefore intelligent. But of all the thousands who scan the newspapers and magazines, few indeed are able to write the articles or even tell what they read. When a child answers a question, he is compelled to express in words what he knows. When his answer is in Latin, he must both think and express himself in Latin.

Another claim for the Latin question as an instrument in teaching pupils to read, is based on the familiar psychological truth that interest follows attention. It is easy to hold the attention when the class is watching the teacher. You don't shoot till you see the whites of their eyes. Interest is the inevitable result. When preparing his lesson, the pupil will concentrate because he knows that when he comes into the class he will not be allowed to rely upon his book.

Again, the Latin question constantly calls attention to word-groups, and is, therefore, in accord with the psychological principle that two or more related ideas are more easily remembered than one isolated idea. A new word is best understood when used in a sentence containing words with which the pupil is already familiar. Here we have a cue to a good method of teaching a vocabulary in first-year Latin. The pupil uses the new word in a sentence in connection with other words which he already knows. Then, when the new word appears in the course of his reading, its association with other words, already known, makes it easy to recall its meaning.

A good workman, however, does not depend on a single tool. Helpful as the Latin question is, the time will come when it may be used more sparingly. Especially is this true in Cicero and Vergil, when the pupil will have gained some power in arriving at the thought, merely by reading the Latin. But even then, the pupil will never be asked to translate without first reading the Latin for the thought.

It is clear that what we have called the oral method, for the lack of a better term, is not to be confused with the direct method. We are not teaching the pupil to talk Latin that he may order his

groceries in Latin. Nothing is said about street-cars, automobiles or radio frequency. The text alone supplies the subject matter. The pupil is allowed the use of his native tongue, and the teacher need not hesitate to give his explanations in English. The accusative case is the accusative case, not *casus accusativus*. The Latin question is used only to develop the thought content of the text, and fix in the pupil's mind the Latin order and idiom. It carries the thought forward more rapidly than does the formal syntax method. In fact, the average healthy boy is only bored when we halt our march through Gaul to talk about the Objective Genitive. It is the spirit of youth to keep traveling, to travel fast, to see what is going to happen next. This is his class, not mine; and as much as I should like to stop and look under the stones, I am duty bound to adapt my mind to his.

The greatest drawback at present to the oral method of teaching Latin is the inadequate material of the first and second year books. The reading material of the average first year book consists of disconnected and uninteresting sentences. If stories are used, too frequently they are added as an after-thought, or fail to develop the principles to be taught. The thought content of the first year book should be classical and worth while even if the pupil carries his Latin no further than the first year.

Before beginning Caesar, the pupil should read a goodly number of interesting and easy stories. He should then be enrolled in the ranks of Caesar's army. But he must not expect immediate promotion to the tenth legion. He must first serve time as a tyro. To speak more plainly, I mean that Caesar in its original form is too difficult for the beginner. The sentences are too long and complex. Caesar did not write his Commentaries for children, and doubtless if he had known that his writings were to be used as a text book, he would have modified his style. It therefore devolves upon us to perform that task. With such a text in his hand, the pupil will be able to hold a sentence in his memory, and oral recitations will be possible. Not only should the first two books of Caesar be simplified, but at the foot of the page should appear Latin questions for every chapter. The notes should be

provided with Latin synonyms and synonymous phrases consisting of a vocabulary with which he is familiar. Difficult phrases should be translated literally. The pupil will supply the English when once he grasps the exact meaning of the Latin. Questions on English derivatives and word-formation in each chapter will not only assist the pupil's memory, but will add to his interest and profit. Perhaps a second year text built on these lines would be the answer to those who would eliminate Caesar's Commentaries from the curriculum,—a stronghold which the defender of Greco-Roman civilization cannot afford to surrender.

But let us not give the impression that all the diseases to which the Latin pupil is exposed can be cured by the oral recitation. Just as a first class doctor will adapt his remedy to the stage of the disease, so the teacher will find times when written work will have a soothing effect on an over-stimulated group, for "writing maketh an exact man."

The oral teaching of Latin is as yet only an experiment, but those of us who have tried it systematically over a reasonable period of time with the same group of pupils, have been amply rewarded. It is indeed pleasing to the soul-tried teacher to find that he does not need to contend with the evils of the "pony," of "cribbing" and reading ahead. As one boy put it, "I tried a pony, but it doesn't mean anything." As the books are closed while the pupil is reciting, interpolations are useless and the temptation to read ahead is entirely removed.

Finally, pupils become interested in spite of themselves, and wish to continue their study of Latin.

#### UNIFORM TYPE OF LATIN QUESTION

1. *Quis, quid*: "who? what?" and other forms of the Interrogative.
2. *Quālis*: "what sort of?"
3. *Quantus*: "how great? how much?"
4. *Quot*: "how many?"
5. *Quotiēns*: "how often?"
6. *Quō modo*: "in what manner? by what means?" also suggesting *ita, tam*, etc., followed by a result clause.
7. *Quā rē*: "by what means?" (to distinguish means from manner).

8. *Quantō opere*: "how much?" suggesting an adverb of quantity.
9. *Quō respectū*: "in what respect?"
10. *Quā dē causā*: suggesting an ablative of cause or reason.
11. *Quandō*: "when?" suggesting an ablative of time or a temporal clause.
12. *Ex quō tempore*: "since when?"
13. *Quoad*: "till when?" suggesting *dum*, or *ad* and the accusative.
14. *Quam diū*: suggesting the accusative of duration of time.
15. *Quam longē*: "how far?" suggesting the accusative of extent.
16. *Ubi*: "where?" suggesting the ablative of place, *sub*, *trāns*, *post*, *ante*, etc.
17. *Unde*: "whence?" suggesting the place from which or source.
18. *Quōd*: "whither?" suggesting place to which.
19. *Quam ob rem*: "on what account?" suggesting *propter*.
20. *Cūr*: "why?" suggesting a causal clause.
21. *Quōd cōnsiliō*: "for what purpose?" suggesting a purpose clause.
22. *Contrā quam rem*: "in spite of what fact?" suggesting an adversative or concessive clause.
23. *Quā condicōne*: suggesting a condition, attendant circumstance, or *cum* circumstantial.
24. *Quid ex his rēbus efficiēbātur?* etc.: suggesting a result clause.
25. *Quam ad rem*: suggesting *ad* with the gerundive.

## **Notes**

[All contributions in the form of notes for this department should be sent direct to John A. Scott, Northwestern University, Evanston, Ill.]

### RACE-SUICIDE AMONG THE ACHAEANS

Men who have at heart the moral and intellectual progress of any people are intensely interested in the number of children born in the families which represent the best in culture and in heritage. The growing tendency to rear constantly fewer and fewer children has been named Race-Suicide. It is evident that a civilization upheld by families with few or no offspring cannot long maintain itself in a struggle with the fecundity of less cultured races.

The verses of Homer may give the key to the riddle of the collapse of the ruling Achaean families and their civilization.

Achilles, Ω 540, bewailed the fact that he was the only son born to Peleus, hence with his impending death there would be no one to rule in his place. It hardly seemed likely then that a son born out of wedlock in a foreign land would be accepted as the sovereign in Phthia.

Telemachus told the disguised Odysseus that Zeus had kept his family long dependent on a single heir, for Arceisius had but one son, Laertes, who in turn had but the single son, Odysseus, and he, Telemachus, was the old child of Odysseus, II 118. This shows on what a slender base the royal power of Ithaca had long been resting.

Phoenix and Patroclus, the companions of Achilles, were both childless.

Agamemnon had only one son, Orestes; while we know that Menelaus and Helen had but one child, Hermione, who left her native land to be a wife in the north of Greece.

Both Idomeneus and Diomedes seem to have had no brothers, also no son of either is named.

The two Ajaxes were, the one a son of Laomedon, the other of Oileus, apparently without legitimate brothers.

Nestor was the only member of the Trojan expedition who seems to have really had a large family, but Nestor had long survived his own generation and illustrated the customs and practices of an earlier age.

When we turn to their foes or neighbors we find a different story. Andromache had seven brothers slain by Achilles, Z 421, Briseis lost three of her brothers at the time she was made a captive, T 293.

Nausicaa had five brothers, while Dolius, the aged slave on the farm of Odysseus, had six sons.

Time and again pairs of brothers appear on the side of the Trojans; while Panthous was the father of three heroes, Euphorbus, Hypenor, and Polydamas. Antenor had eleven sons who act or are named in the story of the Iliad, and Priam bewails the fact that these unhappy days have robbed him of the best of his fifty sons.

If the Homeric heroes were actually as sterile as they are pictured in Homer it was inevitable that the Achaean civilization should have been submerged under the waves of populous and expanding neighbors.

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#### ON CATULLUS, XIV, 21 ff.

uos hinc int̄erea ualete abite  
illuc, unde malum pedem attulisti,  
saeci incommoda, pessimi poetae.

The editions which I have seen mention the pun on *pedem*, but I have failed to find any allusion to another idea which I think is plausible and which I offer for what it may be worth.

The surface thought seems to be "Be off to wherever you came limping in from." Perhaps that is all that we ought to see in the words, and yet the recollection of poem XXXVI suggests a little more. Let us ask: what disposition did Catullus really make of these verses which he so abhorred? Did he not probably throw them into the fire, like the "*annales Volusi*," also the work "*pessimi poetae?*" If so, the "*malum pedem*" ought to call up in our minds the thought of the "*tardipedi deo*" of the other poem. "Why, these verses have Vulcan's own lameness; all right, to Vulcan let them go."

ARTHUR H. WESTON

LAWRENCE COLLEGE

## Current Events

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[Edited by Clarence W. Gleason, Roxbury Latin School, Boston, Mass., for territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west of the Mississippi River; George Howe, the University of North Carolina, Chapel Hill, North Carolina, for the Southeastern States; Walter Miller, the University of Missouri, Columbia, Mo., for the Southwestern States; and Franklin H. Potter, the University of Iowa, Iowa City, Iowa, for the territory of the Association west of the Mississippi, exclusive of Louisiana and Texas. News from the Pacific Coast may be sent to Miss Julianne A. Roller, Franklin High School, Portland, Ore., and to Mr. Walter A. Edwards, Los Angeles High School, Los Angeles, Cal. This department will present everything that is properly new—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

### Illinois

*Chicago.*—The Chicago Classical Club held its first meeting of the year on December 6th, after a luncheon in the Hotel La Salle. The program and occasion alike were of unusual interest. Coming just after the completion of the Classical Investigation, in which the Chicago Club itself had no small part, and after the publication of the Report, the meeting took on the form of a celebration of this event. Copies of the Report were given out to all who had not already received them.

The club was fortunate to have secured Dean Andrew F. West, chairman of the Survey Committee, as speaker for the occasion. Dean West spoke briefly of the history of the Survey, and of the influence which it is already having upon other surveys now under preparation or contemplation; and then traced the large part which the Classical Survey may play in the improvement of classical conditions in this country if all classical teachers take the Report seriously and give its recommendations a place in their plans.

The meeting gained added interest from the presence of a large number of notable educators and other marked men in Chicago public life, among whom were Mayor Dever, President Walter Dill Scott, President Moderwell, of the Chicago Board of Education, President McDougal, of the Chicago Board of Trade, John C. Shaffer, of the

Chicago Evening Post. Enthusiastic and inspiring singing of Latin songs at intervals enlivened the meeting and added much to its spirit and to its decided success.

Phi Sigma, the Undergraduate Classical Club of the University of Chicago, has inaugurated a novel idea. It has formed two expansion committees, one a high school expansion committee under the leadership of Dorothy Mae DeForest, and the other a college expansion committee under Theodore Ray.

The high school committee is endeavoring to establish branches in the high schools of the city. These branches, it is hoped, will feed the University Club. The purpose of these clubs is twofold; to interest high school pupils in a higher pursuit of the classic studies, and to create a desire for membership in the University Club.

In accordance with this idea the committee has formed clubs in Hyde Park and Englewood. The Hyde Park club is succeeding, having had very good programs at all of its meetings, and a well-attended Roman banquet. Their roll lists thirty-five members and twenty regular members. The Englewood club, although having a later start, has a charter membership of over fifty and about thirty regular members. An able president is leading it and is giving it much publicity.

An attempt was made to start a club at Lindblom, but it was found that there were no rooms open for meetings. The school has three relays of pupils a day, and is so crowded that a room could not be secured until a time when the pupils most interested would be at home. Other high schools will be visited as soon as possible.

We have received a request from a high school in Indiana Harbor for a program. In the near future we are going out there and give them a program modelled after ours.

The college expansion committee has the ideal of forming a state-wide society and, in due time, a national society. The first club to be formed was at Northwestern. Northwestern has consented to come in as the Beta chapter of the organization, and just lately, members of that club paid us a visit. We are in correspondence with other colleges and hope to find many clubs already organized and willing to join us in our enterprise.

Our tasks are big and we would appreciate the coöperation of all we come in contact with in our endeavor to realize our ambitions.

**Massachusetts**

*Greenfield.* — The annual meeting of the Western Massachusetts Section of the Classical Association of New England was held at the Greenfield High School, November 8. The programme was as follows: Welcome: Principal Edgar E. Smith, Greenfield High School; "The Value of Latin in the Secondary School Curriculum of Today," Professor William E. Soule, Wilbraham Academy; "A Year at the American School of Classical Studies, Athens," Miss Natalie M. Gifford, Smith College; "The Greek Training of William Cullen Bryant," Professor Sherwood O. Dickerman, Williams College; "Report of the Classical Investigation," Mr. Walter V. McDuffie, Central High School, Springfield; "Some Epicureans at Rome," Dr. Clayton Morris Hall, Smith College; "Columnas Ultima Recisas Africa," Dr. George Meason Whicher, Amherst, formerly of the American Academy, Rome.

**New York**

*New York City.* — Dr. Grant Showerman, Director of the Summer School of Classical Studies at the American Academy in Rome, addressed the New York Classical Club at its first meeting of the year, 1924-1925 on "The Meaning of Rome." He traced America's connection with Europe through the English-Norman-French, and Romans, the influence of Rome especially showing itself through the Renaissance the afterglow of which is still seen today. He stated that for sources of our modern life we should study our ancestry, that our cultural and spiritual ancestry is English, that we are Anglo-Saxon and Roman, that is, Anglo-Latin or Anglo-Roman.

Professor Showerman added that Rome had been the laboratory of law for centuries and that Roman law had touched all modern civilization; that the English language was rich because of its highly composite origin and that the removal of Latin from it would ruin the English language; that many phases of modern literature, oratory, sculpture, painting, architecture, armaments, religion, and morality may be traced to a Roman origin.

Rome, moreover, had handed down to later generations, Professor Showerman asserted, not only her own experience but that of preceding civilizations, Egypt, Greece, Asia Minor, and Carthage. Lantern slides illustrated the talk.

Professor Showerman then talked informally of the wide possi-

bilities for study of Ancient and Modern Rome at the Summer School of the American Academy and showed by picture and word Rome and its environs as it is today.

In the business meeting of the Club, Dr. Perry read resolutions in regard to a former president of the Club, Dr. Wm. E. Waters, who died last summer. Dr. McCrae made a report on the scholarship fund.

#### Ohio

*Oberlin.* — The Third Annual Meeting of the Ohio Classic Conference was held with Oberlin College as host on November 13, 14, and 15. A full program of papers, covering five sessions, was offered. In addition, two evening performances were enjoyed. The first of these consisted of a reading of Euripides' *Medea* by Miss Dorothea Spinney, and the second, of a presentation in English of the *Mostellaria* of Plautus by the students in the classical departments of Oberlin College.

The Ohio Conference started with a high standard two years ago, and has shown by this, its third annual meeting, that Ohio classicists have lost nothing of their fine enthusiasm. Such state organizations (may their tribe increase!) are the most effective instruments for the promotion of classical studies in any territory.

Professor Semple, of the University of Cincinnati, was reelected president, and Professor Frank L. Clark, of Miami, was elected Secretary-Treasurer. The Ohio Latin Service Committee, a summary of whose work was presented at the Saturday morning program, was continued intact for next year. The organization of the state on the basis of county representation has proved to be a very important part of the official machinery.

*Delaware.* — The Latin Club of Ohio Wesleyan University has started out upon another year of activity. At a recent meeting the *Orpheus* was given as the annual "prep show" of the Club. This play is the latest to be written by Professor Robinson and tells the story of Orpheus and Eurydice in five scenes. The chorus of Bacchantes, robed in white and bearing the thyrsus, was particularly effective.

This play, together with three others previously presented by the Club, and several new songs and carols was recently published by Professor Robinson under the title of "Cleopatra, and Other Latin

Plays and Songs." At the Oberlin meeting of the Classical Conference of Ohio, held in November, a paper was read by Professor Robinson on "Modern Latin Plays and Their Production," in which the methods employed by the Latin Club of Ohio Wesleyan were outlined. Just before the Christmas holidays the Club conducted a very successful service of Latin carols throughout the city, visiting the homes of many of the faculty. This has been done for several years and is a very popular feature of the Club's activities during the year.

#### Pennsylvania

*Allentown.* — The fall meeting of the Classical League of the Lehigh Valley was held at Cedar Crest College, on Saturday December 6. Practically all the preparatory schools and colleges of the Valley interested in the study of Greek and Latin were represented by delegates. The meeting both in attendance and in the interesting character of its proceedings was one of the best in the history of the organization.

The president of the league, Dr. George T. Ettinger, dean of Muhlenburg College, in his opening remarks called attention to the value of the use of ancient coins in teaching the classical languages and literatures, and added to the interest of the meeting by exhibiting from his own collection a large number of Greek and Roman copper and silver coins, some dating back to the days of Antiochus Epiphanes of Syria (176 to 164 B.C.).

The first paper on the program, "The Place of Greek in Secondary Education," by J. Warren Fritsch, of the Allentown High School, was a very full and able discussion of the various problems that at present confront the study of Greek in the secondary school curriculum.

Prof. William A. Lambert of Lehigh University gave a keen and at times satirical treatment of the "Place of Caesar in Modern Education." The speaker contended with a strong force of logic that Caesar was not a proper Latin writer to put into the hands of beginners.

The last number on the program was an illustrated lecture on "Changes in Homeric Geography — Ithaca and Pylos," by Dr. Arthur S. Cooley of the Moravian College of Bethlehem, which was a fine example of what the study of archaeology is contributing to modern

scholarship. Dr. Cooley discussed at length the geography of the *Odyssey* and reviewed the discoveries of Dr. Doerpfeld and his assistants between 1903 and 1910. This was followed by a discussion of Dr. Schliemann's excavations and their great importance in awaking a new interest in Greek literature.

After the meeting the members of the league were the guests of Cedar Crest College at an excellent luncheon, followed by a social hour.

**The American Academy in Rome. Third Summer Session, July 6-August 14, 1925**

The work will consist of one comprehensive and unified course designed to communicate a general acquaintance with the city in all its phases from the first settlement to the present time, and a special acquaintance with it in the times of Cicero, Caesar, Virgil and the first emperors. It will include (1) the history of Rome the city, (2) the monuments of ancient, early Christian, mediaeval, Renaissance, and modern Rome, (3) life and letters in the classical period, (4) visits to a limited number of sites outside of Rome.

The lectures will be given in the Academy building, before the monuments, and at the sites. Independent reading and written work will be required of all, and the Academy certificate recommending a credit of six hours in American graduate schools will be presented on completion of the work by examination.

Library and mail privileges of the Academy will be open to the students. Residence will be available in the vicinity, and living rates will approximate \$1.60 a day. Total necessary expenses including voyage from and to New York and the Academy fee of \$50, may be calculated at about \$500, but more should be allowed.

Those who are interested should write to Director Grant Showerman, 410 North Butler Street, Madison, Wisconsin.

**The American Academy in Rome Fellowships**

The American Academy in Rome has announced its annual competition for Fellowships in Classical Studies. There is one Fellowship with a stipend of \$1,000 a year for two years, and one paying \$1,000 for one year. Residence in the Academy is provided free of charge and food at cost. Opportunity is offered for extensive travel in Classical lands, including a trip to Greece. The awards are made by a

jury of nine eminent scholars after a competition, which is open to unmarried men or women who are citizens of the United States. Applications will be received until March first.

Any one desiring to compete for one of these Fellowships must fill out a form of application and file it with the Secretary, together with letters of recommendation. The candidate must also submit evidence of attainment in Latin literature, Greek literature, Greek and Roman history and archaeology, and also ability to use German and French. Published or unpublished papers should be presented to indicate fitness to undertake special work in Rome. The Fellows will be selected by the jury without further examination, after a thorough consideration of the papers and other evidence submitted.

For circular of information and application blank address Roscoe Guernsey, Executive Secretary of the Academy, 101 Park Avenue, New York City.

#### The Eastman Roman Life Slides

Mrs. F. C. Eastman writes from London on November 9, describing her experiences in her search for new material for the slides:

"We are well launched on our journey in search of new material for the Eastman Roman Life slides. We are established in London near the British Museum, the Mudie Library, the headquarters of the American University Union and many old book shops and picture galleries. We hope to find material here to add to our set of pictures on Roman Life in Britain, which was started by Mr. Eastman but never completed. We are also searching for pictures for a set on Cicero but we expect to find more material for this set in Rome than here.

Before leaving the United States we spent some time in the Metropolitan Museum in New York and visited a number of other eastern libraries. The Metropolitan has a number of slides on Roman Life arranged for use in visual instruction.

We told the director that we wanted clearer copies of some of our pictures. She assured us that we would not find clear pictures among their Roman Life slides. The very nature of the pictures that they had to show, made it inevitable that they should be dim. A pompeian wall painting is necessarily dim.

We found a few slides in their collection that we do not have but

we have hundreds that are not included in their collection, and we believe we will have many more.

We have so much offered us, especially in the Roman Remains in Britain, that we will wait to make any selections after the material has been submitted to the people in Iowa City, to pass judgment on the different qualities in the pictures. We have not only the wonderful collection of originals and casts in the Museum to select from, but also the direction of lecturers who give free instruction to all who wish to listen.

Each day at noon two groups of visitors are led out under the direction of a lecturer who conducts them to different parts of the museum, where objects of interest in the study of some particular line of work, may be seen. This work leads to many parts of the library and helps materially in locating objects that might be of interest in our Roman Life slides.

The lecturer reveals many points of interest in the remains and emphasizes their historical setting. Next week we have two lectures on Roman Life in Britain when we hope to make some more definite selection of the specific pictures that we want to take home with us.

There has been great activity in the work of unearthing remains in England, during the last few years and one man offered us 500 pictures of these remains. These pictures cover the remains in the museum and also the many walls, roads, and masonry remains which have been uncovered in different parts of the country.

From these we will select 50 pictures that will be of interest to the high school pupil, but we hope to secure a number that may interest the more advanced student. We hope soon to see the slides that the educational slide department of the museum have to offer on this subject. We expect to find something of special interest among these.

We have spent only a week here so far, but with more time we feel encouraged to believe that we will find all the material we can use.

Our ideas of visual education in the public schools seem quite new to the educators with whom we have talked, but they are most cordial in their sympathy in the work and give us more help than we ever hoped to receive.

Another month and we can tell more definitely what we can find.

## Hints for Teachers

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By B. L. ULLMAN  
University of Iowa

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[The aim of this department is to furnish high school teachers of Latin with material which will be of direct and immediate help to them in the classroom. Teachers are requested to send questions about their teaching problems to B. L. Ullman, Iowa City, Iowa. Replies to such questions as appear to be of general interest will be published in this department. Others will, as far as possible, be answered by mail. Teachers are also asked to send to the same address short paragraphs dealing with teaching devices, methods, and materials which they have found helpful. These will be published if they seem useful to others.]

### Latin for English

The professors of Princeton University selected by vote the six most important words in the English language. In order of importance they chose *loyalty, courage, duty, sportsmanship, self-respect, humor*. All of these are of Latin origin, except that in part *sportsmanship* and *self-respect* are of Teutonic origin. Those given next in order were *sincerity, sanity, humanity, love, truth, beauty, magnanimity, knowledge, energy, sensitiveness, restraint*. All are Latin in origin except *energy*, which is Greek, and *love, truth, and knowledge*, which are Teutonic. Of the entire list, 70 per cent are Latin, 23 per cent Teutonic, 6 per cent Greek.

### Parallels

The wiping out of the German national debt a few years ago by payment in almost worthless paper marks is no new thing. Pliny and Festus tell us that in the First Punic War the government could not meet its expenses and so new coins were issued of one-sixth the former weight. In this way the debt was paid off at 16 cents on the dollar.

The Boy Scouts' law, "Do a good turn to somebody every day," recalls the famous remark of the emperor Titus (as related by Suetonius). One day at the dinner table he recalled that he had done no

one a good turn that day (*quod nihil cuiquam toto die praestitisset*) and said: *Amici, diem perdidi.*

Miss Cora L. Bryson of the Tenafly, N. J., High School writes:

A boy in second year Latin suggests as a parallel to the reception accorded Flamininus when he proclaimed the liberation of Greece, the excitement in Washington at the close of the world series. This of course touches the experience of the class much more nearly than my illustration of the first Armistice Day, and leads me to post on the bulletin board side by side a picture of the Colosseum and one of the Yankee Stadium.

#### Sight Translation and Composition

Miss Elizabeth Lawrence Fenton of the Wheaton Academy, Wheaton, Ill., writes:

One of the difficulties in teaching sight translation to first and second year classes is the scarcity of suitable material for the work.

I am overcoming this difficulty in the following manner. Four or five times during the school year, I ask the pupils of my first and second year classes to write a short story in Latin, using only the words they have had in the vocabularies of their textbooks. The writing of this story constitutes the lesson assignment for the day. When the recitation period arrives, the stories are copied on the board, and then various members of the class are called upon to translate them. As the translation goes on, we look for mistakes in spelling or syntax, correcting any that may be found. The pupil who wrote the story makes the correction on his paper.

After the recitation, during odd moments, each pupil copies his story into a large blank book which I keep for the purpose. The pupil signs his name and his class numeral to the page.

From time to time I type these stories on cards, and they are used in a variety of ways. Sometimes I pass out the cards in class and let each pupil translate either orally or in writing the story that is on his card. At other times I copy one of the stories on the board and use it for sight translation at the beginning or end of the class period.

For the second year class, I do not insist that the subject matter of the stories be original. Thus I have the main facts of "King Robert of Sicily," "An Incident of the French Camp," and other well-known bits of literature put into simple Latin prose.

The advantages of this system of short story writing are obvious. Aside from the practice to be gained from the writing itself, is the fact that I have a number of easy stories, written in the vocabularies of the texts I am using. The fact that the stories are signed adds interest, for I copy the names of the writers when I type the cards, and Bob and Betty want to know what Jack and Jennie, now dignified juniors or seniors, wrote when they were in the first year class in Latin.

I always have the time of writing indicated on the cards, and so, when I

want a story for sight translation for my Latin class which has been studying the language for six weeks or so, I select a story labeled "First Year, Second Month."

The following is a story, written by a pupil who had studied Latin for just six weeks:

Servus Fidus

Nox erat nigra. Dux nuntium vocavit et nuntio litteras dedit. Via longa erat, et saepe nuntius in periculo erat, sed equus fidus ad castra Caesaris nuntium portavit. Tum dux: "Nunc patriam servavisti. Praemium magnum dabo."

**Parodies and Poems**

Parodies of and poems on Caesar, Cicero, and Virgil which have been received are too extensive to publish. This means is taken of acknowledging them:

Ben Whiting and Dorothy Ball, Ashtabula, Ohio, High School (Lillian Woodruff, teacher).

Cathryn Mallory, Kewanee, Ill., High School (M. Fern Slusher, teacher).

Eloise Powers, Lillian Walsh, and Juanita Simmer, St. Benedict's Academy, St. Joseph, Minn.

A sophomore in the Hillsboro, Ohio, High School (Helen S. Conover, teacher).

Maurice Mayer and George Stevenson, Lake Charles, La., High School (J. B. Linfield, teacher).

A senior in the Libertyville, Ill., High School (Josephine Johnston, teacher).

A senior in Lanier High School, Montgomery, Ala. (Kate Clark, teacher).

Matilda Paquet, Anita Koehler, Marjorie Andresen, David Parker, Edward Bodewin, and Helen Egle of the Medford, Wis., High School (Valerie E. Olson, teacher).

Horace O. Erskine and Martha Burnham of the Gloucester, Mass., High School (Helen A. Austin, teacher).

Cicero class of the Bowman, S. C., High School (Ruth Carroll, teacher).

**Quips**

A correspondent recalls the following which he read in copies of *Harper's Drawer* published 70 years ago:

Motto for a tea-caddy: *Tu doces* (thou tea-chest).

Motto given by a wag to a newly rich tobacconist who had just acquired a carriage: *Quid rides* (English pronunciation). Soon the tobacconist lost his money and absconded. The wag wrote on the door of the shop: *Quid fles*.

An English gentleman serving clam stew to his guests found much broth and few clams. In serving the last guest he searched long for a clam. Finally he brought up from the bottom of the tureen a single bivalve and exclaimed triumphantly: *De profundis clam-avi* (clam 'ave I).

## Book Reviews

*Greek and Roman Sculpture in American Collections.* By GEORGE H. CHASE. Cambridge: Harvard University Press, 1924. Pp. xiv+222. \$7.50.

When one has completed his perusal of this book of Professor Chase's, he begins to wonder why it is that no one has ever attempted such work before. Here, however, the task has been so well accomplished that it would be hard to suggest, generally speaking, any improvement that might be made other than that which might be gained by gathering together a complete repertoire of the ancient sculptures which repose in the museums of this country and of Canada. A publication of this kind would necessarily be expensive: Professor Chase's volume is easily purchasable by any student of art.

A series of eight lectures delivered in the spring of 1919 at the Lowell Institute, Boston, constitutes the framework of *Greek and Roman Sculpture*, and one may discern, as he reads the book, the easy-running and persuasive tone of the lecturer, which enhances not a little the charm of the written word. The field covered—the entire period of the development and decline of Greek and Roman sculpture—is a vast one to be confined within the space of rather more than two hundred badly broken-up pages. Notwithstanding, the history of statue-making and relief-carving throughout this broad expanse of time has been treated with such a degree of success in respect to completeness, clearness, conciseness, and nicety of proportion as one would naturally expect might be achieved by a scholar of Professor Chase's attainments.

In the course of describing the ancient sculptures in American museums, the author has adopted the excellent method of discussing at length the more important works only, and of dismissing the lesser in a few sentences or even words. He has aimed at brevity and condensation. He has no extraordinary theories to exploit and no unusual or startling theses to promulgate. Undoubtedly some of his conclusions will be stigmatized by a few scholars as ultra-conservative; but where there is room for a reasonable doubt, he is willing to

accept the consensus of critical opinion, or to adhere to traditional interpretations. The reader feels throughout that he is treading on no unsubstantial ground.

The work is embellished with some 262 photographs set very conveniently in the text itself. Seldom does one have to look further afield for his illustration than to another part of the page before him. In some quarters, doubtless, fault will be found with the more or less restricted nature of selection. Naturally, the great collections of the Boston Museum of Fine Arts and the Metropolitan Museum of New York have principally been drawn upon for illustrations. The author is very frank in his prefatory statement: "I have drawn," he writes, "for the most part on public, rather than on private, collections, partly because public galleries are always accessible for study and partly because of my ignorance of many works in private collections." Of the 149 illustrations of sculpture in American museums which the book contains, 65 are taken from the Museum of Fine Arts, 58 from the Metropolitan, 10 from the Fogg Museum, Camb., while the remaining 11 belong to miscellaneous and private collections.

In a recent number of *The Times (London) Literary Supplement*, which contains a notice of *Greek and Roman Sculpture*, we notice rather severe strictures on the quality of the reproductions which the book contains. Although many of the illustrations are excellent, and the great majority very decently respectable, it must be acknowledged that several are disappointing. Either the photography in the first instance was unhappy, or else the book-plates turned out badly. Of particular instances where it would appear to the reviewer that poor justice has been done to the original, these might be mentioned: of the Metropolitan collection, the Crouching Aphrodite (Fig. 140); of the Museum of Fine Arts, the Archaic Lion (Fig. 25), Leda and the Swan (Fig. 76), the Bartlett head of Aphrodite (Fig. 93); of the Fogg, the Meleager (Figs. 97 and 101). The presence in the volume of inferior likenesses of the statue last-named seems especially unfortunate, as the head of the Meleager is surely one of the noblest and most impressive works of art which the country possesses.

Apart from this, however, there appears nothing in the work that may be adversely criticized. Everything about the book is exceptionally attractive: errors in the printing are few and slight.

A. D. FRASER

WESTMINSTER COLLEGE

*Roman Britain.* By R. G. COLLINGWOOD. New York: Oxford University Press, American Branch, 1923. Pp. 104, 12mo, maps and illustrations. \$1.

The author is well known as a scholar who has made his own the field of the character, history, and remains of Roman Britain. The present little book is based on a series of lectures delivered by him at the Oxford summer meeting in 1921, and is intended as an introduction for beginners in the subject. A selected list of other books directs the way for further reading. Illustrations, maps, and plans are well selected and executed, and are copious in number. In an Introduction the author discusses certain of the fundamental problems involved, and in following chapters treats of the History of the Conquest and Occupation, Town and Country Life, Art and Language, Religion, and in a concluding chapter argues in correction of certain popular errors regarding especially the course of the disappearance of Rome and Roman influence from the island. It may be noted that he believes the British stock not to have been altogether exterminated or driven into distant seclusion in the West by the Saxon and English invasions and settlements, but that, though the Romanized population was destroyed with their cities and towns and villas, enough of the less completely modified inhabitants survived in the countryside (not being worth the harrying) to amalgamate finally with their new conquerors and even to communicate to them some tinge of the Romano-British civilization. The presentday English may therefore have to a considerable extent ancient British blood in their veins. This belief Mr. Collingwood founds partly on general considerations but more precisely on the extant remains of Romano-Celtic decorative art.

The book is written in an easy and flowing style, and will serve as an admirable and stimulating primer of its science for readers who may have started in their more youthful days with the beguiling romantic sketches of *Puck of Pook's Hill*.

E. T. M.

*Early Latin Verse.* By W. M. LINDSAY. New York: Oxford University Press, American Branch, 1922. Pp. xi+372, 8vo. \$9.35.

This book is by no means milk for babes. If the ordinary college student wishes some elementary instruction from Professor Lindsay

as to the way in which Plautus wrote, and should be read, let him turn rather to the introduction (and text) of Professor Lindsay's edition of the *Captives*. The present book is for more advanced students. It ought to be reviewed at length by a professed metrist. It has to put up here with a brief notice by an ordinary Latinist whose main interest in Plautus has unfortunately not been concerned with his text and metrics. But that may not be altogether a disadvantage; for the professed metrist might disdain to say what the present writer (he could not call himself a reviewer) dares and earnestly desires to set down first of all, that no serious student of Latin, even if he is not metrically inclined in any marked degree, ought to turn away from this book because it is big and full of detail. It is extremely readable, and brilliantly illuminating on almost every page. For the oral phrasing of the Latin tongue it is a treatise on origins, abundantly and fascinatingly documented. Through reading it (and of course reading Plautus in the light of it) one begins to understand what Aelius Stilo meant by saying *Musas Plautino sermone locuturas fuisse, si Latine loqui uellent*. The author says that "this volume claims to discover Plautus' Terence's (and presumably Cicero's) intonation of the sentence." That, when read at the beginning of the Preface, sounded rather strong, even though "intonation" should be taken in a somewhat modified and limited sense. But after the reading of the book, it did not appear to be so unreasonably assertive. It is surprising how much that concerns the Ciceronian and Augustan mode of utterance is not merely adumbrated but elucidated in this volume on the earlier period.

Mr. Lindsay's remark (p. 33) on *coemptionalis* > *comptionalis* > *contionalis* prompts one to wonder whether not merely in Livy iii. 72. 3 (which Mr. Lindsay cites) but also in Cic. *Att.* i. 16. 11, *illa contionalis hirudo aerari, misera ac iejuna plebecula*, the word *contionalis*, which has never appeared to be entirely satisfactory, may not be a copyist's colloquial writing for *comptionalis*.

The Saturnian rhythm is but very briefly and indecisively treated by the author. His strength is expended upon Plautus. The text of Terence is yet in very doubtful condition (he says), and "Plautus, as the older and more voluminous writer, must take the leading place in our investigation." The book has no analytical table of contents and only a scant general index (two and one-half pages) to its great wealth of detail. But this meagre guide is helped out by reference

to an alphabetical list (pp. 188-221) of many Plautine words that call for individual mention as to form or quantity. There is also a very long list of "lines whose form or scansion is discussed." But this means lines of Plautus only; not even Terence is included. Nor is there anywhere a list of treated lines of other authors yet, though this would also be very desirable. The use of the book for after reference is greatly hampered by the lack of such helps.

The pupil always takes pleasure in catching his master out, even by an insignificant fluke. Therefore we remark that Pompeii was not tucked away under a blanket of lava, and the very first line of Mr. Lindsay's preface needs correction.

It may not be out of place to mention here the excellent article by Professor C. W. E. Miller, of Johns Hopkins, on "The Pronunciation of Greek and Latin Prose" (*Transactions of the American Philological Association*, liii, 1922, 169-197), since its writer says that Professor Lindsay's book "is really a continuous demonstration of my postulate." Of course this does not mean that the book and the article were not entirely independent works.

E. T. M.

## Recent Books

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- Aeschylus. The Agamemnon, Choephoroi, Eumenides.* Rendered into English verse by G. M. Cookson. London: Chapman & Hall. Pp. 164. 5s.
- AMERICAN ACADEMY IN ROME,** *Memoirs of*, vol. IV (five articles on Roman archaeology and art). New York: American Academy in Rome. Pp. 180. \$4.00.
- BAIKIE, JAMES.** *Wonder Tales of the Ancient World.* Five illustrations in color. London: Black. Pp. 256. 3s, 6d.
- CAMPBELL, ARCHIBALD Y.** *Horace, a new interpretation.* London: Methuen. Pp. 315. 12s, 6d.
- CANDY, HUGH C. H.** *Some newly discovered Stanzas written by John Milton on Engraved Scenes illustrating Ovid's Metamorphoses.* Revised with additional notes. London: Nisbet. Pp. 192. 7s, 6d.
- CHURCH, ALFRED J.** *Lucius, the Adventures of a Roman Schoolboy.* A story of the last four years of the republic, formerly published under the title "Two Thousand Years Ago." New York: Dodd, Mead. Pp. 347. \$2.00.
- CICERO.** *De Senectute.* Edited with notes and vocabulary by Leonard Huxley. Part 1. Introduction and Text. New Edition. London: Milford. 2s.
- CUNLIFFE, RICHARD J.** *A Lexicon of the Homeric Dialect.* London: Blackie. Pp. 455. 42s.
- DAWSON, MILES M.** *The Ethics of Socrates*, a compilation of his teachings and the ancient comments thereon. New York: Putnam. Pp. 82. \$2.50.
- DUMESNIL, G.** *Le Crime des Lemniennes: rites et legendes du Monde Egeen.* Paris: Luzac. Pp. 71.
- FELL, R. A. L.** *Etruria and Rome.* Map. New York: Macmillan. Pp. 188. \$2.75.
- FULLEYLOVE, J. and McCLYMONT, J. A.** *Greece*, painted by J. F. and described by J. A. M. Second edition, revised. London: Black. Pp. 245. 7s, 6d.

- GLOVER, TERRIT R. *Herodotus* (Sather Classical Lectures). Berkeley: University of California Press. Pp. 316. \$3.25.
- HARDY, E. G. *The Catilinarian Conspiracy in its Context*, a re-study of the evidence. London: Blackwell. Pp. 123. 7s, 6d.
- HELLENIC AND ROMAN STUDIES, SOCIETIES FOR THE PROMOTION OF. *A classified catalogue of the books, pamphlets and maps in the library of the societies*. London: Macmillan. Pp. 336. 15s.
- Herodotus*. *The Egypt of Herodotus*, being the second book in the English version of George Rawlinson, with preface and notes by E. H. Blakeney. (New Aldine Library). London: Hopkinson. Pp. 122. 18s.
- JAMES, HENRY R. *Our Hellenic Heritage*, vol. II, part 4, The Abiding Splendor. New York: Macmillan. \$1.40.
- LAMPREY, LOUISE. *Children of Ancient Greece*. A story of ancient Greece for children of 10 to 14. Illustrated. Boston: Little, Brown. Pp. 314. \$1.50.
- LIVY. *Hannibal's Invasion of Italy*. Being Livy, books XXI, XXII, partly in the original and partly in translation. Edited by John Jackson. London: Milford. Pp. 180. 3s, 6d.
- MACIVER, DAVID R. *Villanova and early Etruscans*. London: Milford. Pp. 270. 84s.
- MACKENZIE, D. A. *The Gods of the Classics*. (Rambles through Mythology). Illustrated. London: Blackie. Pp. 64. 1s, 3d.
- OVID: *hys booke of Methamorphose*. Translated by William Caxton. Newly printed from the MS. in the Pepysian Library. London: Blackwell. Pp. 229. 63s.
- PALLIS, ALEXANDER. The 22nd book of the Iliad, with critical notes. London: Milford. Pp. 84. 5s.
- PATRICK, MARY M. *Sappho and the Island of Lesbos*. 24 illustrations (Reprint). London: Methuen. Pp. 196. 7s, 6d.
- PERRY, WALTER C. *The Boy's Iliad*. Illustrated by Jacomb Hood. London: Macmillan. Pp. 423. 4s, 6d.
- PERRY, WALTER C. *The Boy's Odyssey*. Illustrated by Jacomb Hood. London: Macmillan. Pp. 214. 4s, 6d.
- PLATO. *Euthyphro, Apology, and Crito*. Edited with notes by John Burnett. London: Milford. Pp. 220. 8s, 6d.
- PLAUTUS, Selections from. Edited by K. M. Westaway. New York: Macmillan. Pp. 96. \$1.10.

- Plutarch. Life of Pompey.* (Blackie's English Texts). London: Blackie. Pp. 127. 1s.
- PURDIE, E. *Liviana*, a second year Latin reader and writer based on Livy I and II. Cambridge University Press. Pp. 129. 3s, 6d.
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